Elbert M. Conover

The Church School and Parish House Building

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THE CHURCH SCHOOL AND PARISH HOUSE BUILDING

written by ELBERT M. CONOVER

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The Building Also Teaches

Church buildings which are attractive and well-equipped help make possible an effective inspirational religious program.

Pleasant rooms with the proper equipment are essential for the teacher who wishes to make the best use of good teaching principles.

Thus, the architectural environment, the religious arts, and beauty and suitability of equipment are increasingly recognized as helpful allies in Christian education. Writers of text books on the subject and teachers of Christian education in colleges and seminaries are giving increasing recognition to the importance of adequate equipment. Changes in recent years have made obsolete much of the equipment in church schools.

This Book

This book is presented as an aid to those in the local community who are planning new buildings or considering improvements in their present structures. Ministers, church members, and church staff members should be interested in the suggestions which follow for the most effective use of physical facilities in their total religious program.

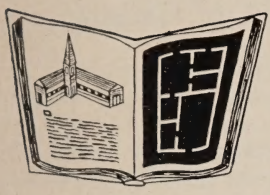
This book is prepared for the local church board of education, the pastor and regional and local leaders and workers, the building committee, parents and other church members and the architect. It will help them to consider and formulate their statements of the needs for buildings, improvements, rooms and equipment and will assist them in executing the building program so that the best possible ministries in Christian education and Christian fellowship may be conducted.

The book is intended to serve large and small churches in different types of communities. It must help to meet many different needs. Therefore it suggests items of building and equipment which some churches will not require. The committee should remember that every building and improvement problem demands individual study. The book should be used not as a plan to be adopted but as a source of suggestions from which each church will select what it needs to plan the building which its people and its program require.

Authorship

More than one hundred persons who are actively engaged in the work of Christian Education have participated in collecting materials, offering suggestions, and reviewing the manuscript of this book. Lee J. Gable, Director of Leadership Education and Church School Administration for the International Council of Religious Education, directed the final review of the manuscript.

PART I



THINK FIRST

Basic Principles

CHAPTER I

The Building and Its Equipment Are Necessary Aids in Christian Education

There must be conviction that Christian Education is Necessary.

Every person in the community, regardless of age, should participate in some kind of religious training program.

Lack of successful religious education in a community can prove to be more dangerous than lack of quarantine in the midst of an epidemic of disease.

Workers in the educational program of the church will have suitable and adequate facilities for their essential work only when the whole congregation has a deep concern for Christian education. To develop this concern is the task of the pastor and of those who share with him in the teaching work of the church. They must give inspiring leadership and develop a teaching program that shows results.

Too often, those who control church building programs fail to appropriate sufficient funds for the Church school, recreational rooms, and equipment.

The success of a church building program rests ultimately with the congregation and, therefore, it is essential that the minister and the church building committee gain the support of the entire church membership for such a project. Individual members should be convinced of the importance of good physical equipment to the religious program in their community.

The Place where people meet is very important.

Environment has a great deal to do with the effectiveness of the teacher. One experienced children's worker insists that often the effect and influence of the room more powerfully affect the religious life of a child than the content of the lesson. Pleasant rooms, properly furnished, create an harmonious atmosphere which inspires both the leader and the group.

Well-equipped buildings are closely associated with an efficient educational program in the public mind. For this reason, the church which makes adequate provision for the physical needs of its religious education department, will gain in community interest and support.

CHAPTER 2

The Whole Church Building from the Viewpoint of Christian Education and Fellowship

We consider the whole church building as a unity.

The church school and the facilities for administration, pastoral work, fellowship and recreation, sometimes called the parish house, are usually considered parts of the same building which includes rooms for worship, preaching and devotion.

There are many advantages in having the educational and all other church activities in a building that also contains the main church sanctuary or worship room (properly the nave—we avoid the word auditorium). Such a building shows at once that the program carried out in this building in its varied aspects of worship, teaching, fellowship, and service is a unified program. This presents an

Fellowship and Recreation | Education and Administration | Worship | The Chapel

A Preliminary Sketch for First Congregational Church, Mansfield, Ohio.
Thomas and Wagoner, Architects

The seven-day-a-week program of the adequate church presents a far more difficult problem to the architectural planner and designer than the church building that contained just the "auditorium" or meeting house room.

Religious work in the church is expressed in the upward reaching inspirational architectural spirit which may be emphasized by the vertical note in the exterior design and in the broad day by day service in education, fellowship and service which extend the building horizontally.

It is not to be recommended that any part of the work of the church be done in a building entirely separated from the worship unit or sanctuary.

architectural problem of unusual complexity. It is the most important project in the whole realm of building construction.

In a "unified" plant the problems of maintenance, management and control of the building, and flexibility of use are simplified.

A church building plan which places the chancel at the end of the nave opposite the educational section of the building, has certain advantages. One significant, common entrance provides access both to the sanctuary and to the educational and other sections of the building. The church school building will be available for the choir assembly, making a choir processional quite possible.

Those who direct the educational and social programs of the church consider the entire church plant, including the nave, chancel, and chapel, important in their work, and, therefore, it is most convenient when they are in the same building.

In planning a comprehensive church building program, special consideration should be given to the requirements of education, recreation, and administration. For this reason, we use the title "The Church School and Parish House Building," even though the educational program is concerned with the whole building. The educational, administrative and recreational rooms do constitute a distinctive section in the building or improvement program.

Many churches need additional facilities for church school work and fellowship activities. Leaders responsible for these phases of work should be consulted by the planning committee so that adequate provision may be made for their needs.

Members of the committee should be acquainted with the total program of the church and the special requirements of various departments. The planning of new buildings or improvements should be done by those who appreciate the objectives and methods of Christian education.

It is unfortunate that in many instances those who wield a strong influence in a building program are unable to view the entire enterprise with fairly proportional interest in all its parts. Some chuches, for example, will spend far more for a pipe organ than they will for the church school equipment needed to make their teaching effective.

> Through worship a person experiences a growing sense of the presence of God. Through the social life of the church one achieves a growing realization of belonging in the Christian fellowship. Through study each must learn the basis of the Christian life and the meaning of Christian discipleship today. Through service one shows the outreach of the Christian way in sharing with others.

CHAPTER 3

We Build for Christian Work with Living and Growing Persons

SOME WELL ESTABLISHED PRINCIPLES

1. The Church and Church School Have a Single Purpose.

We think of the church as a fellowship in which persons who seek to know and do the will of God share in the experiences which enrich individual lives and build a Christian society. The church school does not have a separate aim, apart from that of the church. It is simply a special phase of the total church program, directed particularly to guide persons at each age level in the achievement of Christian lives, and in working towards a Christian order of life in the community and throughout the world.

2. We Learn Through Varied Activities as Well as Through Study.

In the church school many approaches are used. At some times groups engage in study of church school lesson materials, the Bible, biographies, hymns and other religious literature. At other times they learn to use the materials of worship or they learn through dramatization and other activities.

Because the Christian serves God through service to his fellow man, many missionary projects and social service activities are developed in church groups.

Recreational activities afford the leader an opportunity to become better acquainted with his people. A counselor is often able in informal activities to aid in developing personalites and in overcoming individual problems.

All of these groups require different kinds of rooms and equipment. A worship center may be set up in a classroom or a special chapel may be provided for use by many groups. Equipment for dramatics, a workshop for construction projects, a dark room for the camera club, a library for leadership education—these special provisions help to make the program of the church more effective.

An emphasis on pupil activity will not minimize the need for intensive study. Failure to get the pupil to do home work for the church school has turned attention to the need for supervised activities of research, committee work and study within the school. The increasing length of the church school period is making it possible to devote a part of the time to this purpose.

Investigation of problems under discussion will take pupils to the sources of information. This creates a need for a church school library, classroom reference

books, and other facilities which will provide the atmosphere in which study will be a normal part of pupil activity.

3. Audio-Visual Resources Are Important Aids in Christian Education.

Audio-visual resources in education offer almost limitless opportunities. Certainly the church should feel keenly the responsibilities of making available to growing persons these effective and delightful aids to learning. A sub-committee on audio-visual education should give special attention to this. Sources of materials and the kinds of equipment now found most satisfactory should be investigated.

4. The Church School Trains for Worship.

The development of two notable trends in this field is important. There is a greater emphasis on well-planned formal worship and also an increasing number of guided informal worship experiences in connection with learning and fellowship activities. Though the church school will not seek to duplicate the worship service of the church, one of its functions is to train pupils for an ever deepening worship experience. The leader plans, possibly with a group, the time, place and procedure for worship. These developments require careful thought in regard to necessary space and equipment.

5. Recreation Builds Character.

Fellowship experiences, achieved through group games, pageantry, festivals and athletics, are important in religious education. Character building programs include a place for social and recreational life.

Such activities are included in the program of the church school not for mere amusement or as bait to attract new members, but because of the opportunity which they present for promoting physical welfare and developing fellowship, cooperation, self-control, fair-play and other desirable characteristics. Good health has a relationship to religious experience.

6. The Church School Teaches Through Music, Dramatization and Pageantry.

The church school is actively concerned with the entire music program of the church school program. In many new buildings, quarters for all the choirs are music. In addition to the main church choir, many churches have two or more choirs whose work is linked with the church school. Music also has a large place in the program of classes, departments and various fellowship groups in the church.

A suitable room is needed for choir rehearsals and for assembly of the choir before services. This room and the necessary robing rooms should be so located that choir members will not rush through department rooms or otherwise disrupt the church school program. In many new buildings, quarters for all the choirs are provided in one part of the building. The Church School Committee will cooperate with the Committee on Worship and Religious Arts at many points in planning the building program.

Dramatization has long been recognized as an effective method of teaching. The use of this means of Christian nurture is one of the reasons for requiring a liberal amount of floor space in department rooms. If dramatization is to become a regular group activity, rooms should be arranged and equipped for that purpose. Religious principles presented in dramatic form are more readily absorbed than through more conventional teaching methods. Sometimes an entire group will participate in a dramatization.

This phase of activity may include dramatic presentations both for the education of the participants and for the inspiration and enjoyment of audiences which may attend such performances. An adequate, well-equipped stage has been found by many churches to be one of the most useful and effective pieces of equipment in the building. The stage may be placed in such a room as the fellowship hall.

The needs of the people ministered to by the program of the church must be considered prior to matters of finance and building plans.

Some building enterprises are so unhappily organized and directed that a thorough-going study of the needs is difficult or impossible.

In advance of the building program a two-fold study should be made:

(a) Of the program of Christian education required to enable the church to fulfill its purpose.

(b) Of the particular needs of the local church, with regard to the different age groups; population growth and trends; religious affiliations of the population; location of other church buildings; nearness to recreational facilities which are adequate and available to church groups.

When planning a new building, improvements, or additions, certain definite trends and demonstrated successful procedures in Christian education must be recognized and their value for the given situation determined.

Under no circumstances should the drawing of preliminary plans for building improvements be permitted until the organization, educational methods, and administration of the church school and related activities have been examined.

Those who plan the building should realize that the "sit and listen while teacher talks" type of church school is a thing of the past, and that church school rooms today are places of living activity in which several kinds of learning experiences take place.

DEPARTMENTS TO BE HOUSED AND EQUIPPED

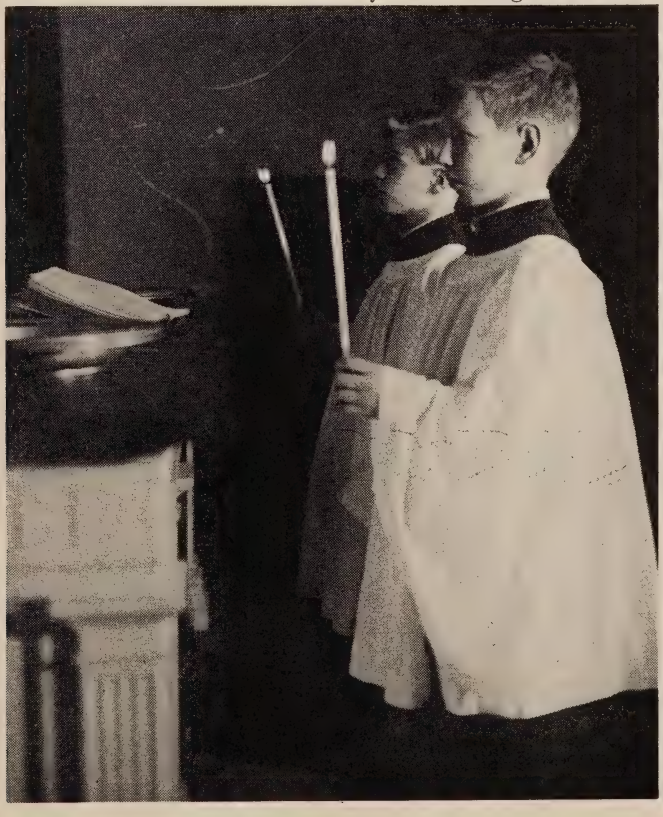
There is the Sunday church school, which was the first of the church's present educational agencies. In addition to the Sunday school, which in itself may include several departments that vary in their methods, the church often conducts the following: week-day sessions of different groups; week-day nursery and kindergarten school; the "released time" week-day church school; a vacation school; adult evening classes; youth forums; recreational activities; membership training classes; a music department; choirs; and other special interest departments for developing Christian character and life. Fortunately, these various groups can usually use the same equipment. But care must be taken to provide such items as, for example, a kitchenette in the nursery department if a week-day nursery school is to be conducted.

Modern Church School Rooms are used more Hours per Week.

Objections were raised formerly to "spending so much money for rooms that are used for only one hour a week." (Even so, it is the most important hour in the lives of many persons.) Church buildings are used a great deal more today than they were in the past when the religious education program was confined to Sunday school work. One primary department room in an active church is in use one hundred eighty-five hours during the year. In a number of churches, the Sunday session of the church school has been increased to two or more hours. This has been done particularly in the children's division (up to and including the junior department). The youth program of the church is increasingly thought of as the Youth Fellowship, with activities Sunday morning, Sunday evening, and at various times through the week.

Week-day church school during the school year and the vacation church school show steady development where churches provide the rooms needed for effective educational work. It is noteworthy that improved physical equipment is always followed by greatly increased use, provided, of course, the church faces its task of Christian education conscientiously and enlists and trains effective leadership.

THE MUSIC ROOM, TRINITY METHODIST CHURCH, YOUNGSTOWN, OHIO
Built-in music cabinets. Adjacent robing rooms.



The Effect of Organization upon the Building Program.

The church must give thorough consideration to its educational work before embarking on a building program. Neither the building committee nor the architect can plan a building without knowing what type of grouping and activities are desirable, and why. This book can only point out that it is important for those who build and finance the building to know that the building program they are asked to follow is based upon some well formulated and sensible educational program.

Sometimes the building is erected before the church decides upon any definite educational plan and policy. Then the building proves to be inadequate for the program that is needed. Sometimes the best thing the church can do is to wait until the local church leaders develop a suitable program of leadership training and Christian education.

Plans of Church School Organization.

Several plans of organization have been developing, of which these four seem to be most generally used:

1. The Department Plan.
   The type of organization which prevails most generally today is that of dividing the school into as many departments as are feasible on the following basis: Children's Division: Nursery (to three years), Kindergarten or Beginners' (4 to 5 years), Primary (6, 7 and 8 years, grades 1, 2, 3), and Junior Departments (9, 10, and 11 years, grades 4, 5, 6).
   Young People's Division; Junior High or Intermediate (12, 13, and 14 years, grades 7, 8, 9), Senior High (15, 16, 17 years, grades 10, 11, 12), and older Youth (18-23 years) Departments.
   Adult Division: Young Adults, and Adult Classes.
   The departments are divided into groups for instruction, study and activities. According to this plan the entire department usually meets in one room for worship, fellowship and certain activities. Then the grade groups, except the smaller children, meet for study, discussion and other class activities.
2. The Single Grade Unit Plan.
   This plan is used in large schools. The children in one grade constitute one group with their own room, teacher and assistants, their work and worship being carried on apart from other grades except for some intergroup activities.
3. The Department Unit Plan.
   This plan is used in small schools, where departments which include two or three grades are treated as one group unit.
4. The Two-Grade Department Plan.
   This plan may be desirable in the larger schools. Two rather than three grades form the department.

The needs of the Sunday church school and the week-day and vacation church schools must be considered when specifying the rooms required. The total needs of a group must be considered. For example, if the grade unit type of organization is adopted, the group will probably need a chapel suitable for worship experiences. The chapel may be scheduled for the use of several groups at different times. Likewise recreational facilities are scheduled for use by several groups.

SPECIAL ORGANIZATIONAL CONSIDERATIONS

1. The Small Church.

The smaller church may be particularly benefited by the department unit plan of organization. When a whole department is no larger than a good-sized class, it is difficult to provide for both an assembly room and several separate class rooms. By treating the entire department as a single group it is possible to

provide a satisfactory room for its use. This should not be interpreted as favoring groups which are unduly large or which include a wide range in ages.

2. The Size of Classes.

There has been, in recent years, a noticeable trend toward larger class groups within an age range. Boys and girls are placed in the same class. This trend calls for fewer teachers in the church but they must be stronger and better trained. Minor responsibilities should be assigned to assistants. For the building program, this means larger rooms. Classes should not be too large, however. Junior High classes should have about 10-15, Senior High around 15-20, Older Youth 15-25.

3. Boys and Girls Grouped Together.

More normal work is possible when boys and girls are grouped together in classes. They are accustomed to being together in the public school, in the home and in other groups. It has now been generally accepted that boys and girls may be in the same class or group in the church school. Of course, now and then it will be desirable to have a group of boys and girls work separately on some project or interest. For such projects it is well to have an occasional unassigned room in the building.

THE EDUCATIONAL MINISTRY OF THE CHURCH MUST TAKE ACCOUNT OF SIGNIFICANT TRENDS AND CHANGES

Christian education is a growing and changing movement, and there are important developments in that movement today. We have learned a great deal about how to conduct a church school. And we will learn more in the days that lie ahead.

WHY MUST A BUILDING COMMITTEE KNOW THESE TRENDS?

Those charged with the task of erecting a new building need to understand the purpose of the movement and its influence on building and equipment. Too often a building committee or a board of trustees is just authorized to "Go to now, and erect a building." Those who have given the most time and thought to Christian education in the church should be placed on the committee that actually decides on the planning and financing of the new building. Even in the year 1947, the trustee board of a large suburban church instructed the architect to plan a building for a Sunday school of 600. He was told that, since the Sunday school people never know anyway what they want and if given everything they requested the building would cover two or three acres, the architect could not confer with the church school officers. However, he was permitted to confer with a church building consultant. This may be an extreme case, but frequently the educational workers in the local church have too slight an influence in formulating the building plans.

The relationship of the church workers and the building committee must be so close that the workers recognize the practical building problems and financial problems involved. Likewise, the building committee, if composed largely of those who are not actually at work in the church school, must have a sympathetic appreciation of the objectives and methods of religious education. This procedure is not always followed and, as a result, the religious education departments of many new churches may be handicapped for generations.

The planners should be aware of trends in Christian education that have gone beyond the experimental stage, and the activities and methods of church school and recreational work that have developed. These facts are of major importance in determining the kind of building to be designed and the equipment to be selected.

PART II

PLAN WITH CARE

Steps of Procedure

CHAPTER 4

Organization and Procedure for the Building Program

● The interests of Christian education are so closely related with the whole work of the Church that the organization to plan for the building or improvement program and to get the building erected and equipped must be the concern of those especially related to the educational and recreational work. If the enterprise is to be successful, from the viewpoint of education, the Church must be advised not to permit its "Building Committee" to develop specific building plans until after a thorough building program has been developed which is understood and approved by the congregation.

Since the building program is the concern of the entire congregation, which is expected to pay for it, the congregation and every program group in the Church should be represented on the general planning committee. A building improvement enterprise is more than just a building program. It should be set forth as a means of advance in the total life of the congregation.

THE FOLLOWING NAMED COMMITTEES MIGHT CONSTITUTE THE ORGANIZATION FOR THE BUILDING OR IMPROVEMENT ENTERPRISE:

I. An Executive Board composed of the chairmen of the committees suggested below, a general chairman, the pastor and others appointed as the church may direct.

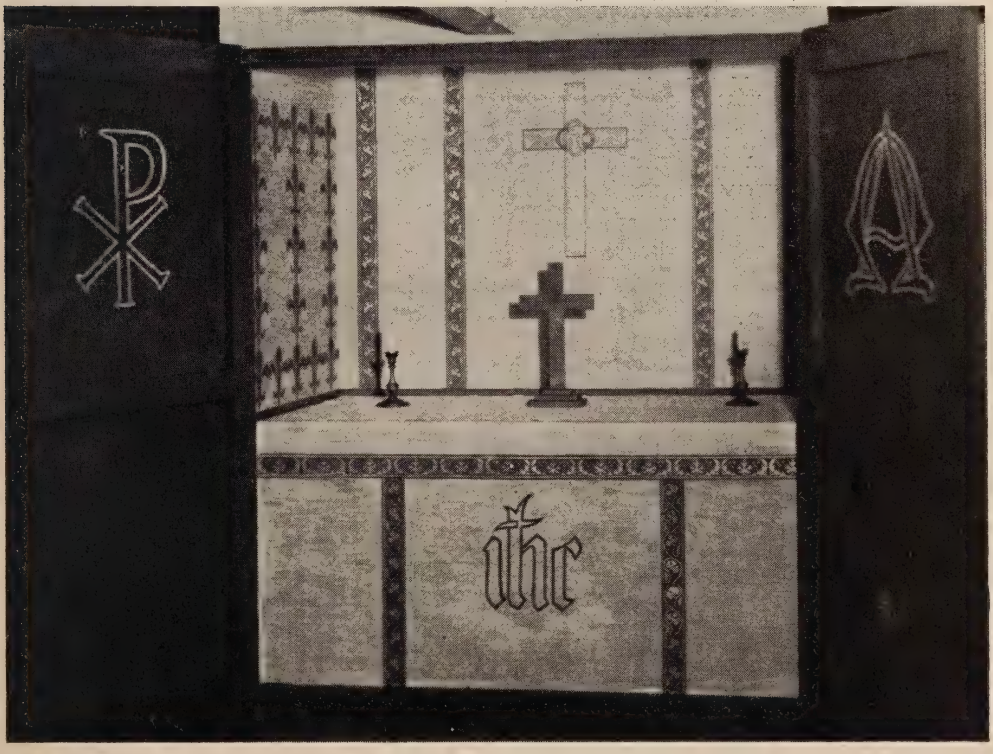
The Board will write the building program, based on the recommendations and requests of the several committees, considering financial resources and other controlling factors.[1]

II. The Committees:

1. Survey Committee to conduct a religious census and community survey, and to study location and site.
2. Committee on Worship and the Religious Arts, to study and recommend facilities for worship and music. It will give special thought to the chapel, symbolism, color and decoration, and glass.
3. Committee on Christian Education with sub-committees to recommend rooms and equipment for children, youth and adults.

1. See also The Church Building Guide—Conover, Chapters VI and XIX.

An upper-floor room free from distractions for library, reading room and conference use.



Basement chapel, First Presbyterian Church, Middletown, N. Y. Colors are white with red, solid red doors with white monograms. Doors are closed where room is used for purposes other than worship.

4. Committee on Fellowship and Recreation.
5. Plans and Construction Committee—to secure architectural service and supervise construction of the building or units of it as the Executive Board and the church direct.
6. Committee on Promotion and Finance—or possibly two committees.
7. Committee on Women's Interests.
8. The Furnishings and Equipment Committee—to study the costs and special advantages of many types of furnishings and equipment.
9. Committee on Administration and Special Facilities—to recommend offices, study and conference rooms, audio-visual facilities, heating, ventilation, lighting, etc.

The small church may find that nine committees are too many. If so, the number may be reduced by assigning combinations of these responsibilities. There should be general collaboration among the committees, and joint meetings when necessary.

Several sub-committees will have to be appointed as they are needed.

This type of organization makes it essential, and desirable, to enlist the services of many persons. In this manner the interest of the congregation as a whole is aroused on this project.

There Must Be a Program of Procedure.

Not only must we have an efficient and enthusiastic organization; the organization must know its duties and purposes and have a plan for progressive action.

The Executive Board should instruct each committee and the several sub-committees as to their areas of responsibility, and should set up time schedules for the work to be done.

A BRIEF SUMMARY OF THE STEPS IN THE ENTERPRISE

Following are some of the items that should be placed in the progress schedule. Opposite some of the items, dates should be set down indicating when certain stages of the enterprise should have been achieved.

This is merely a very brief, suggested outline. Each church should develop its own program in the light of local conditions and needs, and in view of the consultants' suggestions for the individual situation.

1. Have a conviction of the need and importance of Christian Education and improve the program.
2. *Select and confer with consultants in the total church program, methods, and administration, and consultants in church building programs before deciding on anything.*
3. Form a forward movement organization (not a *Building Committee).*
4. Make a survey of the needs of the field.
5. Have conferences or study groups on the proposed programs. Visit other churches that have efficient equipment and programs in one or more departments of work.
6. Assemble a proposed list of organizations and activities indicating the groups and activities to be provided for in the building. Consider additional staff workers to be employed.
7. Prepare the building program or complete statement of the needs.
8. Plan and conduct promotion and publicity through different stages and with different groups.
9. Study Christian financial methods and prepare the financial program.
10. Select a consulting church architect and local or executive architectural service.

11. Prepare a check list of the details such as closets, book shelves, etc.
12. Study, revise, and approve tentative plans.
13. When finances permit, authorize completion of plans and specifications for the building or parts thereof to be constructed; select the contractors and secure competitive bids for constructing the improvement.
14. Check on all legal phases; insure title to property; have carefully prepared contracts.
15. Prepare a list of new equipment and furnishings and arrange for its selection and purchase.
16. Conduct leadership training courses for the improved and enlarged program that will be possible.

Four-year-olds doing creative art work. This kind of activity requires space.

CHAPTER 5

The Work of Church Building Program Consultation

The planning and erection of buildings for Christian education demand the services of a number of experts. Most members of church building committees serve in such capacity but once in a lifetime. Many costly mistakes may result if they try to deal as experts with the technical problems of program planning and church building.

Expert counsel is needed to help plan preliminary surveys and the religious census, and to suggest the most appropriate type of building and equipment. Few local churches are fortunate enough to have persons who are competent to render this service in their membership or on their staff.

The denominational board of Christian education or other recognized leaders in Christian education should be consulted when a building project is undertaken. Securing expert advice at this point is just as logical as securing the advice of an expert lawyer in legal matters or the advice of a physician in matters of health.

There is a very great need, and one which the church leaders have been slow to recognize, for a professional consultation service. This service is needed far in advance of the work of the architect, and in conjunction with the architectural service.

The planning of a program should precede the planning of a building. Before a church begins to build, it should spend a full year studying the best practices in church work, and planning its own program. In this way, the building may be planned to meet the needs of the program.

An education leader has said that—

"An architect may make mistakes in planning and, at times, in satisfactory design. However, *there are more errors committed by the educator through failure to establish proper statements of educational need; and through failure to determine policies* and organization which are to be followed. It is easier to figure the stresses and strains of a building than it is to determine what will be wanted ten or fifteen years hence in educational policy and organization. Yet this does not excuse a superintendent from attempting scientifically to forecast what the situation will be. Formerly the architect was the chief consultant in planning a school building. Now the educational factors should have the right of way over architecture. The standpoint of educational need comes first."

The consultant helps church members to survey their own needs. He brings them in contact with the best practices in church work and helps them to develop a suitable program for their community.

The consultant is not a consulting architect, and his work is not to be confused with that of the very important and oftimes essential work of the consulting architect.

The consultant gives guidance and advice regarding such items as—

1. How to organize for the building enterprise;
2. How to determine the needs in view of population, composition and trends;
3. How to evaluate and possibly to improve the present methods and program of the local church;
4. How to select architectural service for the individual project;
5. How to assemble the statement of requirements as to rooms, floor areas, equipment, etc.;
6. How to organize the financial and promotional program, perhaps with the aid of specialists in church finance. Guidance on these and related matters can save a great deal of time, money, and emotional energy.

The church school session is occupied with story-lessons, activities of interest groups, training in worship, etc.

The pictures above the table painted by the pupils form part of the teaching materials and improve the environment for the work.

In some instances, pastors and laymen with experience in building and improvement enterprises have visited neighboring churches and offered valuable suggestions regarding procedures, based on their own experience.

However, helpful as this type of neighborly counsel may be, it cannot take the place of thorough-going study of the individual situation with professional counsel directed toward the solution of program and planning problems, and interpretation of the need in architectural terms so that the architect will know what is required.

Regional leaders in Christian Education and other church field workers can give valuable counsel. In view of the unprecedented volume of church and church school building under way and in prospect it is to be hoped that many of such valuable workers will prepare themselves to help and counsel churches respecting their building situations.

Many denominations, through their boards of Christian Education or Home Missions, are prepared to give valuable counsel to their congregations and should be consulted on church building matters. Twenty-five denominations make use of the facilities of the Interdenominational Bureau of Architecture. This Bureau also has relationships with the Home Missions Council, the International Council of Religious Education, and the Committee on Worship and Music of the Federal Council of the Churches of Christ in America. It is prepared to make suggestions based on long experience and wide observation.

CHAPTER 6

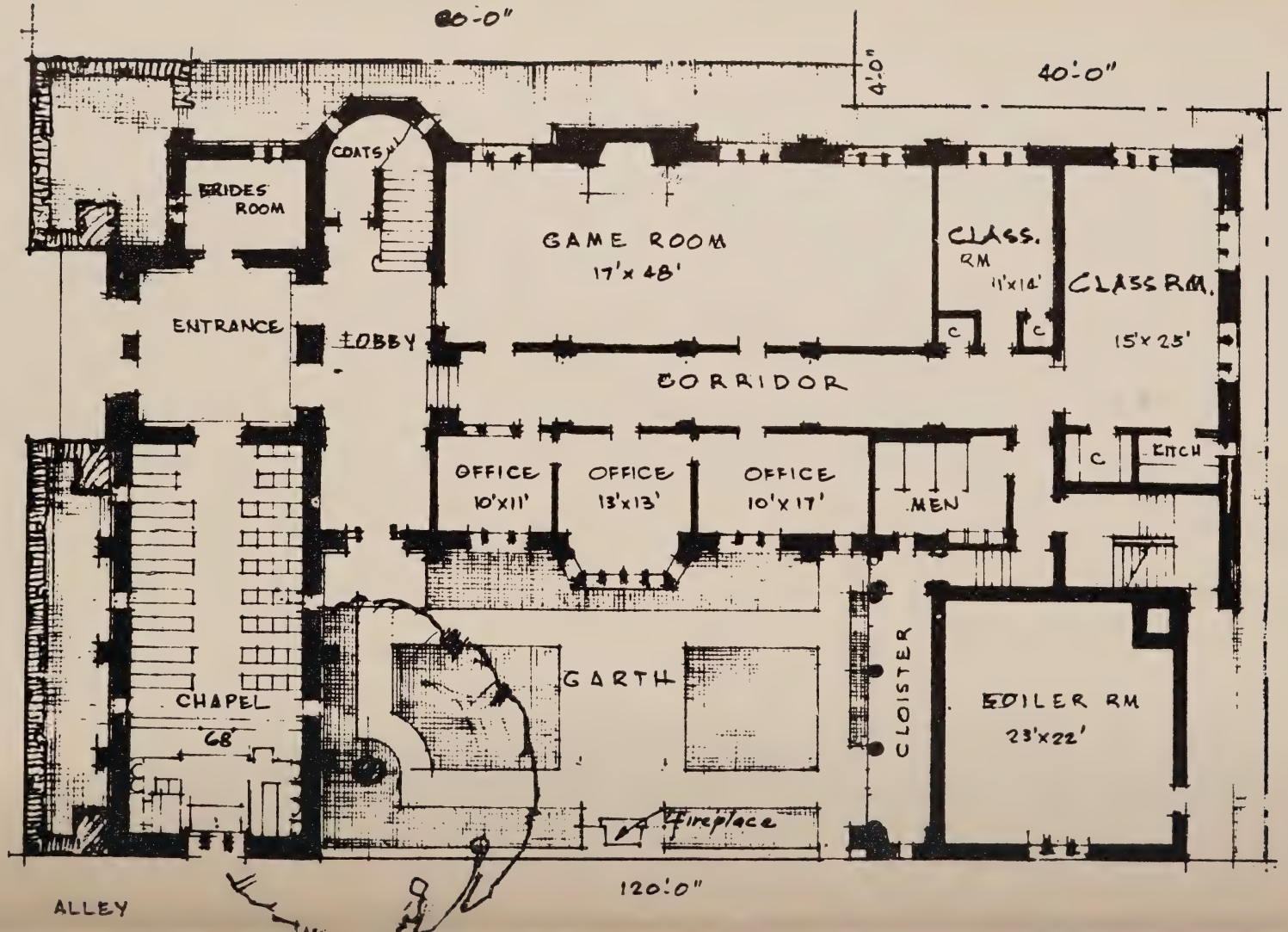
The Rooms and Floor Spaces Required

After the community, population and church program studies have been completed, and general agreement reached regarding the needs, the next stage in the advance movement is to assemble a building program. This will be a list of the needs: the rooms, equipment and furnishings required with certain stipulations stated, such as the preferred location in the building plan of certain rooms. This list of needs should be completely assembled even though it may not appear certain that ideal and complete facilities can be secured.

The First Phase of the Building Program is a list of the numbers of persons of different groups and ages for which the church seems to be responsible. General population trends such as the increase in birth rate in the early 1940's should be taken into account in the development of this list. Local trends should be studied to determine the likelihood of increase or decrease in population and the effect of such change on the various age groups. Careful study should be given to the number of persons in each age group for which the church should make provision in the years that lie ahead.

The following schedule of rooms and spaces has sometimes been used as a sort of rough guide for preparing the building program for the church school. The schedule is based on the traditional department grouping and will need to be adapted in churches which use a different basis for grading. (See page 12).

Groups *Children's Division*	*Ages and School Grades for Each Department*	*Floor Space Recommended Per Pupil in Attendance*
1. Nursery	To 15 or 18 months	25-30 square feet.
2. Toddlers (not more than 10-12 children in one room in above groups)	15 or 18 months to 2½ and 3 years	25-30 square feet.
3. Nursery Class (not more than 15 children in one room)	3 years	25-30 square feet.
4. Kindergarten (or Beginners)	4 and 5 years	20-25 square feet (rooms to be provided so that not more than 20-25 pupils are in each room).
5. Primary	6, 7 and 8 years, grades 1, 2, 3	7-8 sq. feet in assembly room. Work rooms for interest grades or classes, 15-18 sq. feet, if possible. (3 rooms, one being large enough to assemble the entire group.)
6. Junior	9, 10, 11 years, grades 4, 5, 6	8 sq. feet in assembly room. Classrooms 15-18 sq. feet, if possible.


80'-0"
4'-0"
40'-0"
COATS
BRIDES ROOM
GAME ROOM
17'x 48'
CLASS. RM
11'x14'
CLASS RM.
15'x 25'
ENTRANCE
LOBBY
CORRIDOR
C
C
C
KITCH
OFFICE
10'x11'
OFFICE
13'x13'
OFFICE
10'x 17'
MEN
CHAPEL
68
GARTH
CLOISTER
BOILER RM
23'x22'
Fireplace
ALLEY
120'-0"

Young People's Division

7. Junior High (or Intermediate)	12, 13, 14 years grades 7, 8, 9	8 sq. feet in assembly room. Classrooms 10-15 sq. feet.
8. Senior	15, 16, 17 years grades 10, 11, 12	6-8 sq. feet in assembly room; 8-12 sq. feet in classrooms.
9. Older Youth	18-23 years	Same as for Seniors—8-10 sq. feet for classroom.
Adult Division	24 years and above	Assembly usually taken care of in adult church worship or otherwise, such as a monthly or quarterly assembly.

However, rather than to follow a printed schedule, it is more satisfactory to arrange all the equipment and furnishings (borrowed if necessary) as required for successful work in any group of a given number, and for the type of work to be conducted. Then measure the floor space apparently required. By this means the spaces required for effective work are demonstrated rather than copied from a book. Active programs call for larger rooms in those frequently used. Many recommend that we have classrooms large enough to provide for entire department assembly.

Department Rooms and Classrooms. The size and character of the rooms provided will depend on the size and grading of the school. A separate room should be provided for the work of each class or other activity group which meets under the direction of a teacher or leader. If the school is organized by departments and classes, this will require a room available for an assembly of each department. This room may be used by two groups meeting at different times. If, on the other hand, the school is organized on the basis of grades and classes, and does not have separate department assemblies, one room for each group is all that is required. These rooms should be so equipped and arranged that they may be used for committees and activity programs as well as for formal class sessions.

Departmental Assembly Rooms. When departmental assembly rooms are used for worship and training in worship, they should be so equipped as to contribute definitely to worship. Seating and other arrangements should be planned with specific thought of worship in mind. The group should face an unbroken wall space. A large and beautifully printed copy of some picture suitable for the age group, if possible in good color, or a drape of rich color, properly lighted, will form an appropriate center of attention in front of the room. If a drape is used it must be kept in good condition. A dirty or unsightly drape defeats its purpose.

For children's groups many workers prefer a simple, flexible "interest center" which children and teachers may arrange to suit different purposes. Flexibility is

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FLOOR PLAN SKETCH FOR A STUDENT CENTER

E. F. Jansson, Architect

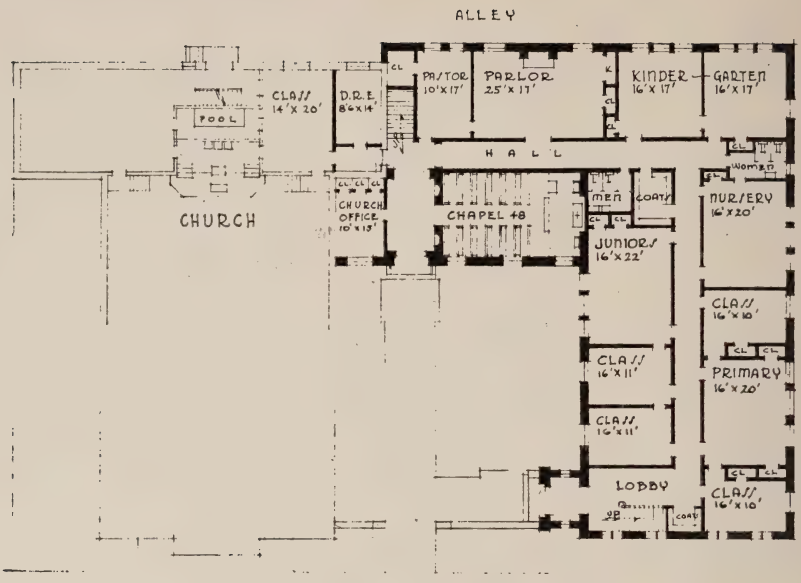
This plan was offered as a tentative solution for a student center building to be erected at an educational institution where there is no nearby church building adapted to student needs.

The sketch may be suggestive, too, for a parish house addition to an existing church plant that lacks the rooms shown.

The chapel is to be very churchly in design. It is an essential feature in an adequate students' religious building.

Note the garth with outdoor fireplace. The cloister may be used for choir and speakers for outdoor services.

The rooms on the main floor have low ceilings, except the chapel which has an open timber ceiling. The social hall is on the second floor and has a high ceiling spanned by the roof construction. Stairs lead from the stage to rooms on the main floor to be used as dressing rooms. A living apartment is above the kitchen.



-FIRST FLOOR PLAN-

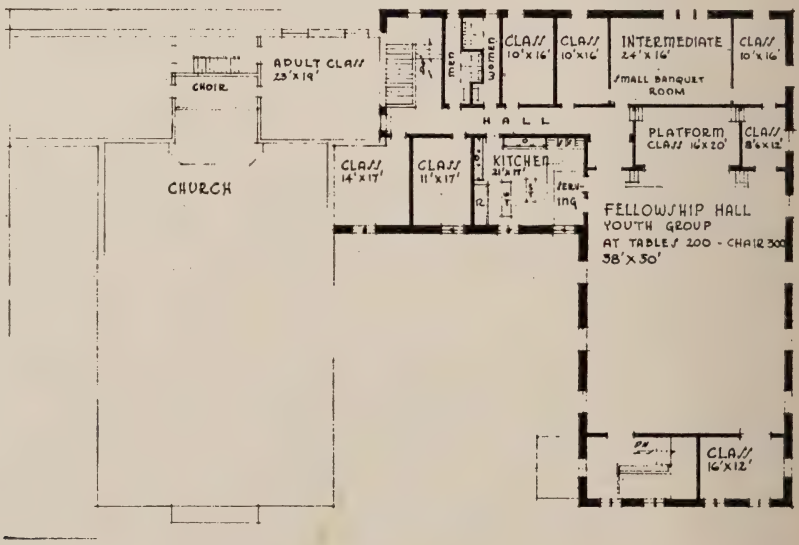
MAIN FLOOR PLAN FOR A PARISH HOUSE ADDITION TO AN EXISTING CHURCH

(First Christian Church, Newport News, Virginia)

Wenner & Fink, Architects

Many churches need the rooms provided in this two-story addition. The chapel is easily accessible from the street and also from the church school rooms. The parlor with built-in unit kitchenette is convenient for wedding receptions following weddings in the chapel and is also used for the parents, church school class and youth and other groups during the week.

(Below.) *The fellowship hall is on the second floor but reached by an easy climb because the rooms on the main floor may have low ceilings. The roof itself spans the fellowship hall so the floor is unobstructed by posts and has a high ceiling. A low flat roof covers the remaining rooms on the second floor.*



-SECOND FLOOR PLAN-

desirable for older groups also. The room should be usable for such varied purposes as worship, discussion, forums, and certain forms of recreation.

Neither a blackboard nor a window admitting strong light should be before the group as they enter into a worship or assembly service. In many churches the use of lighted tapers on a table is found helpful in centering attention and developing an atmosphere conducive to worship. Often simple and very effective aids to worship may be provided by the pupils themselves.

The organization of the school and the availability of a children's chapel or church chapel should be considered in determining what provision should be made for worship activities.

Classrooms. Separate rooms should be provided for groups which meet regularly for study, discussion and fellowship. Such rooms are not an extravagance but are economically sound. Where sound-proof partitions are provided, groups may be seated within six inches of each other without interference or interruption. Some classrooms should open on corridors so that the entrance or exit of groups will not disturb others, and for flexibility of use.

Movable Partitions. By rooms we mean spaces surrounded by partitions of solid construction. All folding and movable partitions have many objectionable features in a church school building. They should be used only after other solutions to the problem of partitioning have been exhausted. Even then it is recommended that they be installed only after trial use of the space has been made. Heavy drapes are as efficient in barring sound as are some folding partitions. Folding partitions are more expensive than partitions of permanent construction. It is more satisfactory to construct a partition that can be removed later if changes in the program require it. Flexibility in future use of the building can be provided for through use of pre-fabricated wall sections instead of immovable partitions.

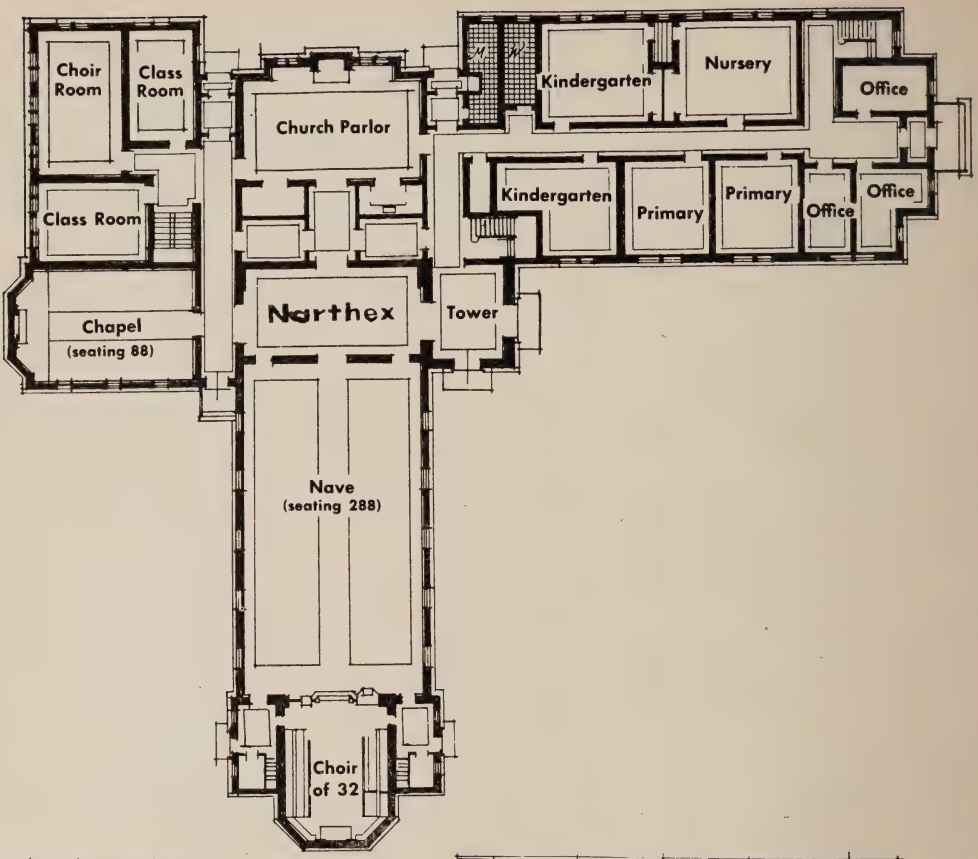
Auxiliary Rooms Needed. The church school may not succeed in having every needed facility included in the building program as finally written. But it is their responsibility to place every such item in their list of requirements.

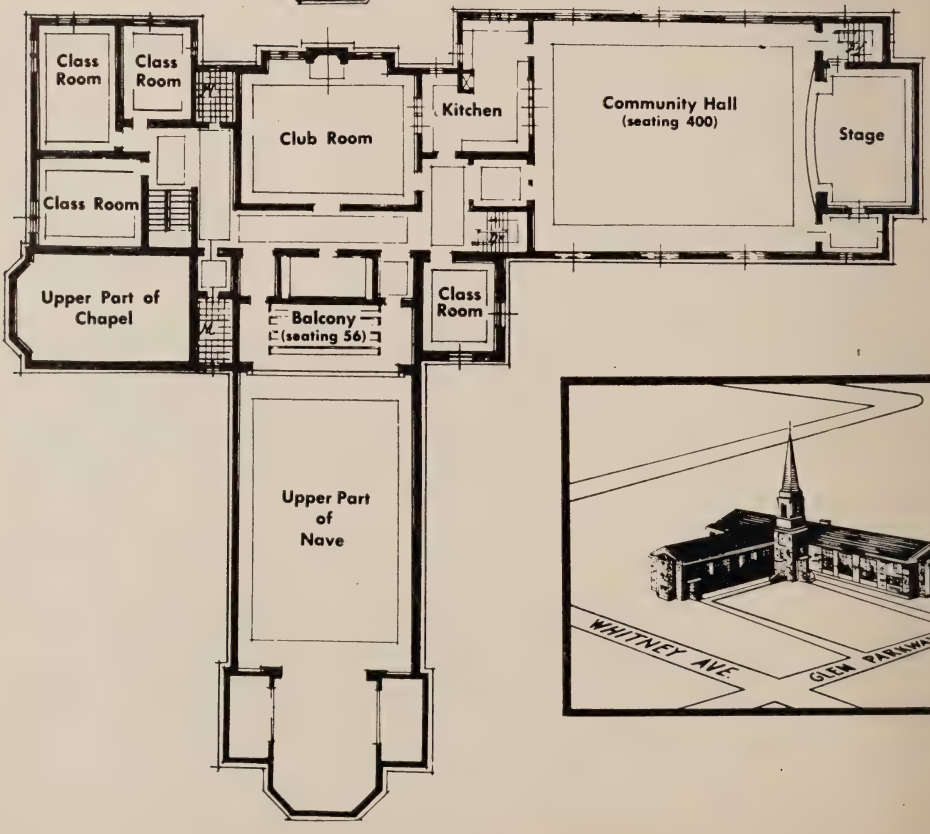
Some churches need special rooms for a missionary museum, for exhibits of religious art, for music, handicraft, church library, etc. Provision for such rooms may be made without additional cost if expert service is employed to lay out the plans. These rooms may, if necessary, be used for adult or young people's classes or special elective groups.

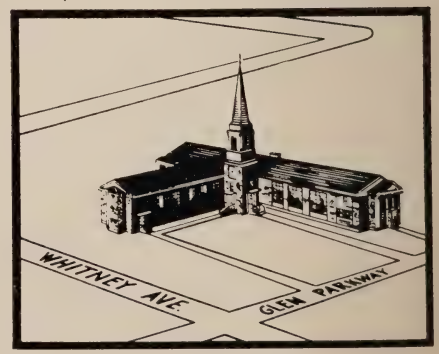
Coatrooms. General suggestions: Pupils and teachers must have a place to hang their hats and coats without impeding group activities. A coatroom with two shelves is useful—for hats above, and overshoes below. Hooks should be placed under the hat shelf for the coats. They should be set low enough so that the children can help themselves. Whenever possible, separate coatrooms should be provided for different departments, and certainly the younger children should have a separate coatroom. All coatrooms should be planned with enough space to avoid congestion in passing in and out.

It is uncomfortable to have damp wraps within a room used for school activities.

Supply Rooms, Janitor's Closets, Etc. Proper provision must be made for storing materials. Many church rooms are unsightly because they must serve as storage rooms also. Rooms will be more attractive and useful if adequate facilities for storing materials are available. Also it is economical, because materials and supplies may be kept for future use.


Choir Room
Class Room
Church Parlor
Kindergarten
Nursery
Office
Class Room
Kindergarten
Primary
Primary
Office
Office
Chapel
(seating 88)
Narthex
Tower
Nave
(seating 288)
Choir of 32


Class Room
Class Room
Club Room
Kitchen
Community Hall
(seating 400)
Stage
Class Room
Upper Part of Chapel
Balcony
(seating 56)
Class Room
Upper Part of Nave

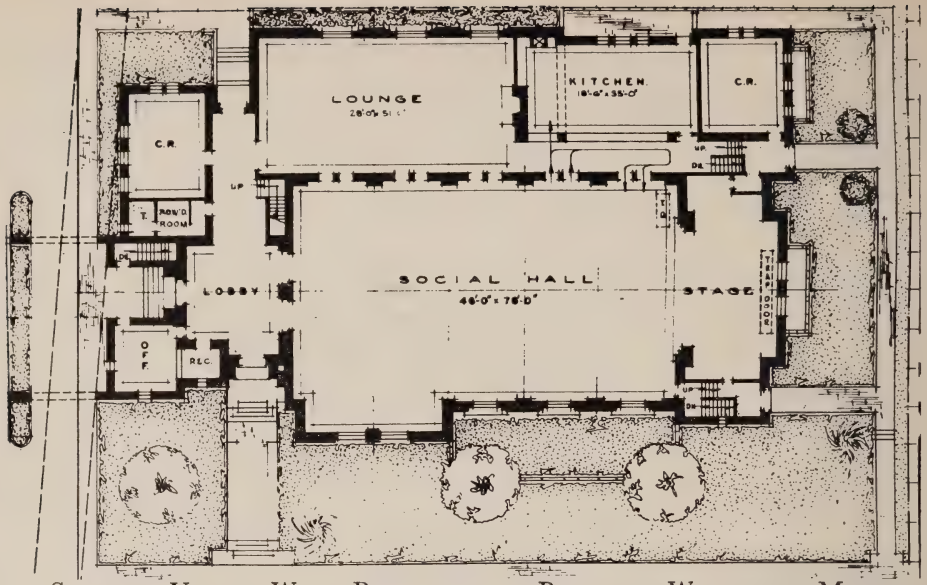

WHITNEY AVE.
GLEN PARKWAY

Lavatories. These should be provided on each floor, except in smaller buildings. Those used by the younger grades should be equipped with juvenile size fixtures. Lavatories for the youngest children should be located adjacent to the rooms to which these children are assigned. Adequate provision should be made for the number of people for whom the building is planned. First floor lavatories are a great convenience for the older adults.

Part of Kindergarten room. Note space, warm floor covering, flexible worship center.

← CHART PLAN FOR CONGREGATIONAL CHURCH, SPRING GLEN, CONN.
A. A. Dirlam, Architect

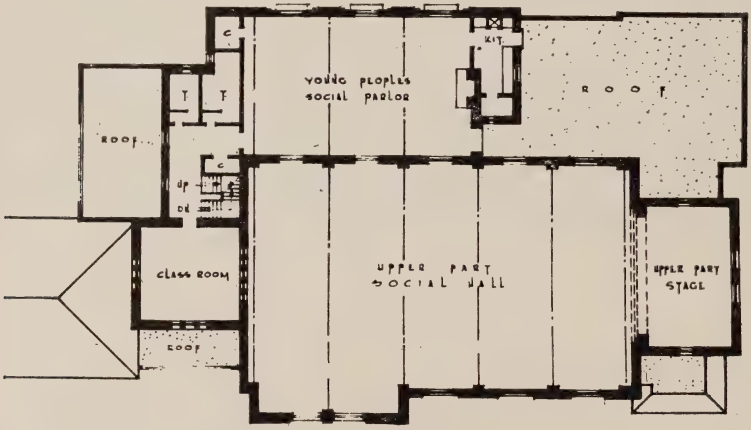
A preliminary study for a church in a residential section. Note the location of the chancel (choir) in relation to the other rooms of the church building. Note, too, the community hall on the second floor above rooms that have ceilings only 7 1/2 feet high which is quite adequate for the rooms shown beneath. A stairway beside the stage leads to the lower floor, making rooms there available for dressing rooms. The chapel is used as the assembly room for two church school departments. Rather large classes are provided for boys and girls in each class or grade. (Nursery, kindergarten and primary groups limited to fifteen or twenty in each room.) In this school there is no provision for children under three years of age, which however, is contrary to the present trend. Scout rooms, heating equipment and storage beneath church parlor where contour of the land gives adequate light and ventilation.



PLAN SKETCH—YOUTH WORK-RECREATIONAL BUILDING, WESTWOOD METHODIST CHURCH, LOS ANGELES

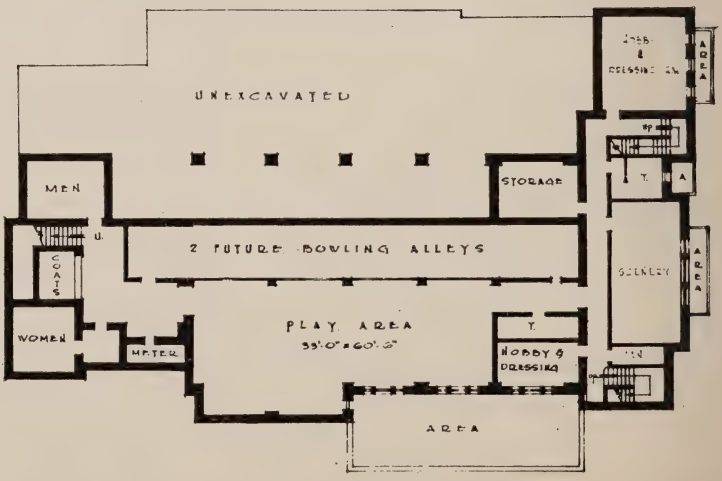
Thomas and Wagoner, Architects.

This plan is proposed for the fifth unit of an extensive building program. Ends of stage left free for wings and easy change of properties. Dressing rooms below. Trap door in stage for lifting scenery prepared in room below.



SECOND FLOOR PLAN

BASEMENT PLAN



CHAPTER 7

The Church School Building Program That One Church Presented to the Architect

The planning program will be facilitated greatly if the following principles are adopted in the preliminary stages of the project.

1. It is the responsibility of the church, not of the architect, to determine the policy, program and needs of the church.
2. The architect must be depended upon to supply a wide range of technical knowledge, and skill and to do all the work of preparing the plans and specifications. This work or any part of it should not be attempted by any who do not possess a high degree of technical and professional skill and who are not legally licensed to do architectural work.
3. Every planning project small or large is an individual problem involving elements that may not occur anywhere else in the whole wide world. It is not satisfactory to use a plan prepared for another situation "but with certain changes."

Here is a copy of the church school and parish house building program for one church. It is offered here not as a set of recommendations or as a form to be followed by other churches. It is offered simply as an illustration. It is but a part of the total building program which included several general instructions to the architect.

Happy is the local church Board of Education most of whose recommendations are adopted and placed in the total building program!

ROOMS FOR CHURCH SCHOOL WORK AND PARISH HOUSE ACTIVITIES

I. Administration.

1. General church office for church secretary; desk space for financial secretary, church school superintendent, and secretary; and counter separating desk space from reception room.
2. A work room adjacent for filing cabinets, shelves, supplies, addressograph and mimeograph equipment.
3. Fireproof vault.
4. On the second floor, pastor's conference room with fireplace, lavatory, clothes closet, built-in book shelves, and minimum clear floor area of 240 square feet.
5. Study for minister of education, with closet, book shelves, and minimum floor area of 120-160 square feet.
6. Similar room for possible addition to staff.

II. Children's Division

1. A nursery for children under 1 1/2 years, 250 square feet for ten children and attendant.
2. A nursery room for "toddlers," 1 1/2-2 1/2 years of age, about 300 square feet for 15 children and two attendants.
3. A nursery class room for 2 1/2-3 years of age, 400-450 square feet for 20 children and two attendants.
4. A lavatory with juvenile size fixtures to be adjacent to the above rooms.
5. A class room for 4 year old children, 320-340 square feet for 16 children.
6. Class room for 5 year old children, 360 or more square feet for 16 to 18 children.
7. A lavatory with juvenile size fixtures to be easily accessible to the above rooms.

8. Hot and cold water to be available and bathinette for the use of those in the first two rooms. Coat hanging space to be immediately adjacent to the rooms where attendants can help the children with wraps.
9. Ceilings to be 8 feet in height, liberal amount of clear glass in windows with small colorful "incidentals" inserted. Decorations to be planned in conference. Shelves for each of the above rooms. Tack board and picture rails with groove in the rooms for 4 and 5 year old children. Tack boards to extend two feet above the picture rail which is to form the base of the tack board, center of tack board to be at average eye level of the child. Closet space with low shelves for light rugs to be spread on floor when needed.

   Final details to be supplied by committee on religious education of children through the executive committee member, who is instructed to communicate in writing all instructions to the architect.
10. Six class rooms for children 6-11 years of age, varying in size, allowing about 12 square feet per person for from 15 to 18 pupils.
11. Coatroom space for above group of six rooms; boys and girls lavatories within easy reach of this group of rooms.
12. Equipment for rooms of 6-11 year old children: built-in blackboards, about 3 by 4 feet in size; shutters to be used as tack boards for each blackboard; a closet for teacher's wraps and supplies; clear glass windows with small, colored inserts.
13. A children's chapel, seating 60 children and choir of 12; tinted glass windows; a worship center; leader's desk at one side; portable blackboard to be available.
14. Equipment for showing sound pictures in this chapel room. (This room will be used twice each Sunday by two or three grades grouped together and occasionally by single grades according to schedule.)

III. Youth Division.

1. Provide a Junior High assembly room 480 square feet. A worship center will be at one end and a fireplace at the opposite end. Closet 18 inches deep, top half of one side with shelves, other side full length for leaders' wraps. Have two class rooms 200 square feet each. (One class and small commissions will use assembly room.) Coat hanging space adjacent.
2. A youth room, 500 square feet, with fireplace at one end and worship center at the other. Built-in book cases, closet, kitchenette adjacent. This room to be scheduled at Sunday school period for Senior High assembly and also at another period for young people's assembly when required.
3. Provide five class rooms varying in size from 100 to 120 square feet each to be available for Junior High, Senior High and older youth groups. (Tablet arm chairs to be used.) May be on second floor.

IV. Adult Division

1. Fellowship hall to be used by largest adult group; church parlor and boys' and girls' club rooms and the room for floor and table games to be assigned to adult groups.
2. The choir is to be organized as a class in the religious arts, the choir room to be used for this group.
3. Three adult class rooms, about 210 square feet each, to hold about 30 persons. One of these on main floor.

For further details as to church school building, see books supplied to the architect.

V. Fellowship and Recreation

1. Fellowship hall with 18 foot ceiling and an unobstructed floor area 40x70 feet; stage 20 feet deep with widest possible proscenium opening; no partitions at the ends of the stage; straight front; no foot lights; trap door 24x72 inches in floor of stage.
2. Kitchen at end of the hall opposite the stage, with 9 foot ceiling; serving room space and counter between hall and the kitchen working space.

   Room above kitchen may be the youth parlor with removable panels, to be used for overflow for fellowship hall audiences and, also, for placing moving picture equipment.
3. The church parlor; 800 square feet of floor space; fireplace constructed of rock gathered by boys and girls of the church; kitchenette available unless the parlor can conveniently be located adjacent to the main church kitchen; built-in book shelves so that this room can do double duty as a church library.
4. Three bowling alleys.
5. Recreation room with 9-10 foot ceiling, large enough for two ping pong tables and two shuffleboard courts. (This room doing double duty as an adult class room and small dining room.)
6. Boys' club room with floor space of 500 feet; 4 built-in storage closets occupying 20 square feet each; equipped with drawers and shelves. Have fireplace built of rocks to be gathered by the boys.
7. Note: Youth room to do double duty for girls' club work. Built-in closets for these groups as requested by the recreational committee.
8. Note: Recreational unit of the plant may be a two story unit with the ground floor excavated 4 feet below grade and on this lower floor, bowling alleys, game rooms, club room and very liberal provision for lavatories and storage; the fellowship hall on the main floor. Nine foot ceiling for the lower floor. See suggestive sketches provided from other churches by the church building consultant.
9. Refreshment booth, easily accessible to game rooms and fellowship hall.

VI. For the Music Program

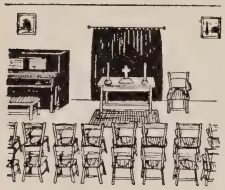
The following items in the program presented by the Committee on Worship and the Religious Arts are fully approved and their inclusion in the building program is urged by the Board of Education.

1. Choir assembly room to be used also as studio for the minister of music.
2. Choir room to have minimum clear floor space of 480 square feet for assembly of 40 persons; ceiling to be treated acoustically so that the choir may sing at full volume; room located so the choir can enter nave at the end of the center aisle.
3. Men's and women's robing rooms, opening off the choir room.
4. Also have boys' robing room and girls' robing room for children's choir, or space for additional cabinets; space for hanging robes for a total of 40 men and boys and 40 women and girls.

Recommendations as to floorings, mechanical equipment, wiring, lighting, heating and ventilation, color treatments, decorations are approved as in the general building program.

We understand that a future unit to contain additional rooms to be built when the growth of the school warrants it is considered a part of the total building program.

PART III



PROVIDE FOR NEEDS

Rooms and Equipment

CHAPTER 8

The Educational Interest in Sanctuary and Chapel

"It is the function of worship to assist in developing awareness of the existence of God as an objective reality and to begin to do it with the little child."

The Church School and Worship, I. G. Paulsen

The church school fails in a very important purpose, if it does not prepare pupils for regular participation in corporate worship and observance of the sacraments. The reader is referred to Paulsen's invaluable little book for such subjects as, relating the worship of the church school to the common worship of the church; functions of worship; leadership of worship. Also, see, "Guiding the Experience of Worship"—Powell, 1935, Abingdon-Cokesbury. A very rich library on protestant worship is now available.

Church school workers seek to deepen the spiritual life of the members of their groups. They are concerned therefore about the worship experiences of the entire congregation and about the facilities for worship which the church building affords.

The Christian Educational Values in Connection with the Main Church Sanctuary.

The movement in the American protestant churches to give more careful attention to purposeful and effective services of worship includes a recognition of the essential values in worship as a part of the program of Christian education in the local church.

Teachers take their classes into the main church sanctuary for study and appreciation of symbolism, religious art, music, and the meaning and purpose of worship, preaching and the sacraments. Experience of worship in the church sanctuary should be a part of the total experience of growth in the Christian life. The church sanctuary, then, when properly used, becomes an important and effective means of Christian education. Therefore, church school workers may help to encourage the planning of an impressive and inspirational sanctuary.

THE CHAPEL

Usually the average department assembly room does not have a sufficiently church-like atmosphere for the highest type of group worship or for training in worship. This is one of several considerations that have led to the demand for a chapel as part of the church building program.

The chapel is proving to be one of the most useful rooms in the modern church. While it is church-like and impressive, it has a certain atmosphere of intimacy that the larger sanctuary lacks. It is usually kept open for private devotion and meditation. Some chapels provide record players to make possible the hearing of hymns, music and sacred readings.

A chapel may be used by two or three groups at different hours or on different Sundays for their more formal worship services.

What makes a room a chapel? Beauty is necessary. This does not mean elaborateness or costly equipment. Color, a picture or symbol, a candle can trans-

form a drab room into a sanctuary; an inspirational environment is provided. There is an atmosphere which encourages meditation and prayer. There must be absolute cleanliness and orderliness. No unusued books or other equipment must be seen.

Correct proportions are essential: the length of a chapel should be at least twice its width; and the height should equal the width. The focal point of the room should be at the narrow side opposite the entrance, which should be at the rear of the room. This "worship center" may be a communion table, or an altar with a cross placed upon it. The altar or table may be "backed" or shielded by a drape of rich colors (a dossal cloth). The universal Christian symbol, the cross, helps to signify the purpose and nature of the room. Lighted candles induce attention, calm, and devotion.

The choice of chancel furniture—altar or communion table, equipment for baptism, communicants' rail, and kneeler-cushions—will be determined by the practices and ideas of the particular congregation.

The seating for the worshipper should be church-like in character and should, therefore, consist of pew-like benches, or cathedral chairs. The height of the chairs should vary according to the group for which they are intended. It should be remembered that seats which are too low are usually more comfortable than those which are too high. Therefore, if the room is to serve as a chapel for children, lower seating than that used in the main sanctuary is necessary. Pews may be provided with cushions like those in the church. Open-back chapel pews of attractive design cost no more than ordinary chairs of comparable quality. They are movable and permit rearrangement for occasional formal processions or pageants. When sixteen inch high seats are provided, the chapel will be comfortable for Intermediates.

Good instrumental music should be provided as a means of developing an appreciation and love of the best religious music (as well as to assist in worship). A well-trained children's choir is always effective in worship services for the church school.

Multiple Use of Chapels

A well-designed children's chapel may be used by both Primary and Junior departments at separate, scheduled periods. Junior High, Senior High, and young people's groups use the church chapel or adult chapel at different periods.

Many assembly rooms can be made more effective for worship and training in worship through the use of color, draperies, pictures, flowers, symbols, carpets, and an orderliness in arrangement.

Care should be exerted not to "overdo" in furnishing a children's room. A few good pictures are more helpful than a great many mediocre pictures. One focal point should command attention. (See also Chapter 9—Art in the Service of Christian Education.)

Graded worship is, like graded instruction, essential for accomplishing the objectives of Christian education. Even groups so close together as Junior and Junior High have different interests and capacities. This must be recognized in designing rooms for worship throughout the church building.

What About a Children's Chapel?

Although beauty of environment is an aid to worship, neither children nor adults should think that one can worship only in church or with a certain arranged setting. Very effective worship services have been held by groups around a fireplace, beside the water, in a grove.

The fact that during the past few years the Interdenominational Bureau of Architecture has received many requests for pictures and plans for worship centers for church school departments and classrooms is one indication of the growing concern for effective worship aids in church schools. Children and young people need worship rooms. (See Powell—Guiding the Experience of Worship.)

Choir Practice in a Children's Chapel

A worship center ready for use in a multiple purpose room. When the room is used for other than worship services the doors are closed.

Some children's workers wish to avoid using the term "Children's Chapel," fearing that the term will lend more formality to the room than is desirable for children. However, "Children's Chapel" seems less objectionable than "Junior Chapel." There is a growing interest, however, in a chapel-type of room for Juniors and Junior Highs.

The reasons for a children's chapel are found in the necessity for training in worship as a part of the work of the church school; in the capacity of children for worship; and in the fundamental relationship of worship to the growth of Christian character. Children naturally wonder. They wonder and ask questions. This is the beginning of worship. (See Paulsen, The Church School and Worship, Chapter III). Children have a spontaneous response to beauty.

Many of us have failed to make adequate use of planned worship in Christian education. While we have insisted that lessons must be planned, we have too often thought that worship must be spontaneous. The wise leader will guide in worship experiences that will make the unseen real to the child. Paulsen and others have found that children of primary age can make use of simple litanies and responses after such materials have been fully understood and learned. The use of the chapel for several groups scheduled at different times for planned services does not, of course, preclude informal spontaneous and formal worship experiences in class or departmental groups.

The chapel set apart for its distinctive purpose helps to induce the absolute quiet necessary for a relaxed mood. It makes possible the creation of expectancy. It links worship experiences in the chapel with former experiences in the same environment and worship there becomes a continued experience of enrichment.

What cautions may be noted regarding the use of chapels? The chapel is an instrument making possible increased effectiveness in the work of the school. It must be wisely used as a means. The same cautions that may be applied to the use of the Bible could be put forth regarding the use of a chapel, or any other means used to help accomplish the purposes of the work. Some of us are still afraid of "formalism," and therefore warn against too great a dependence upon this effective instrument. With the latter we all agree, as respecting the use of any aid.

In order for a child to grow in his appreciation and understanding of worship, he must be allowed to help create the worship environment. A worship center, which the children can construct and change as their studies change, is just as important as the more formal chapel. Large amounts of money spent on beautiful worship centers which cannot be changed, will not necessarily alone meet the worship needs of children. In the children's chapel itself, considerable flexibility in the selection and arrangement of pictures, simple symbols and other appointments should be provided for in order that worship and other learning experience may be intimately related.

PROVISION FOR PRIVATE WORSHIP IN THE CHURCH BUILDING

In recent centuries, Protestants have assumed the attitude that "one can, if he will, pray anywhere." (If he will.) The lack of personal discipline, of training, and appropriate settings for individual worship have contributed to the failure of so many Protestants to develop their spiritual resources for abundant living. The price of Protestant disdain for carefulness and order doubtless is reflected in the large numbers of spiritually illiterate Americans who flee to astrologers, fortune tellers, and exploiters.

The very fact that the church has a chapel with an attractive bulletin board inviting the passerby to enter for prayer and meditation has a certain effect for good in the community.

A prayer room, like the chapel, should be easily accessible from the street. It should be sound proof, simply decorated and furnished. A *prie-dieu* (kneeling desk) invites one to pray. A lighted candle or sanctuary light takes away the sense of emptiness. If those who frequent the prayer room or chapel leave a lighted candle, a sense of continuity of communion and welcome is expressed.

(Above)

THE TEACHER GUIDES IN LEARNING FROM A PICTURE

(Left)

WINDOW FOR CHURCH SCHOOL ROOM

The colored incidentals do not seriously obstruct the light. They add interest and meaning. The children helped plan the window.

GROUP IN TRINITY METHODIST CHURCH, SPRINGFIELD, MASS.

There are many ways of learning and growing in the Christian life. Many fruitful activities in the effective Church School require more floor space than is needed when folks just sit and listen—or just sit.

CHAPTER 9

Art in the Service of Christian Education

In beauty and religious art we may have
an inexhaustible means of spiritual enrichment.

In this secularized age Christian education needs to take aggressive leadership in the whole field of art.

The church is in great need of a deeper conviction regarding the importance of the arts and the contributions to religious experience that can be made through these media.

The church is in danger of the arrogant intrusion of secularized "art and the horrors that pass for art, even when blighted by egoism or mannerism." Music, pictures, architectural design, interior decoration all risk the poison of soulless and uninspired leadership in these fields today.

The Church School considers art under three general heads:

1. The use of pictures, music, sculpture as a means for cultivating spiritual growth in persons of all ages.
2. The use of color, decoration, symbolism, glass, etc., to help provide the environment conducive to effective Church School work.
3. The cultivation of a knowledge and appreciation of the world of art and the encouragement of creative expression in art.

COLOR IN EDUCATION

In Christian education we can no longer be careless of the use of so powerful an ally as effective color schemes.

Through the wise use of color, patients in hospitals are made to feel well sooner; accidents in industrial plants are reduced; attitudes are changed; better work is done in schools; homes are made more attractive and effective.

If we can decide what attitudes and feelings we wish to obtain on the part of the pupils, color engineers can suggest which colors can assist in realizing these aims.

The selection of color tones and wall finishes is a matter of great importance to the worker in the church school. The comfort, attention and conduct of the pupil are affected greatly by the color scheme as well as the environment of the room. Opportunities for religious experiences are more likely in rooms that have the kind of beauty which children can appreciate.

A well-decorated room possesses charm; a sense of pleasurable welcome is felt; it is attractive; one wishes to return to it. It encourages attention to the work to be carried on. In a properly decorated room one is not annoyed by a too intense reflection of light, nor is he depressed by drab and unappealing colors.

Walls are backgrounds for furnishings in the room. They should be kept as soft and mellow in tone as possible. Inconspicuous, subdued walls give rooms the appearance of greater spaciousness.

WHAT COLORS TO USE

The test of a satisfactorily decorated room must be made in the room itself. It is difficult to write prescriptions for decorating programs at a distance from the building. The names of color tones differ with the different manufacturers. The effect of the same color will vary in different rooms depending upon the natural light received by the room, light reflections, the way the paint is applied, and the condition of the surface under the paint.

FOLLOW THE ARCHITECT'S PRESCRIPTION

When selecting color schemes, flooring materials, and furnishings, the services of a competent architect who is interested in church work, should be secured. If interior decorators are employed they should be people who understand thoroughly the purposes for which the rooms are to be used and the effect of colors upon children. Interior decorators employed by the church should not only know the church program and objectives, but should also be personally concerned about it. A color plan is used for a purpose. In the church the purpose is religious.

Because of its importance and the difficulty of making changes, take sufficient time to consider the decoration of each room in the building. Some paint manufacturers will provide a recommended color scheme which is painted in the actual color on cards, for each room to be decorated. The architect, too, will do this.

Amateurs in this field are likely to mistake the total effect in a large room when they see only a small sample of the color scheme. Colors should be mixed and samples laid upon the wall and ceiling in the room where they are to be used. Sample color cards furnished by manufacturers sometimes fade and become different from the color of the actual paint.

COLORS

Colors selected should be of soft or mellow tones. Strong colors should be avoided, especially red, blue, and strong yellow. Colors should suggest sunshine for north rooms—warmer shades of yellow and buff for example. For rooms receiving a great deal of natural light at the time of use, more quieting, cooling colors should be used, such as apple-green, blue-green, light olive, tea or tones of gray. While pure white has a high light reflecting value, it is too cold and not comfortable.

If the walls have a neutral shade, color may be added in the shades, in curtains, good colored pictures, vases for flowers, pottery, fabrics, paints, and flowers.

The ceiling color of one very attractive school room was obtained by mixing two parts of ivory, one part of silver green and one part gray and the walls two parts French gray, one part light buff and one part Nile green. The woodwork was stained a dark mahogany. The wood floor, in this case uncovered, was stained and varnished. The seat tops were stained with dark mahogany and the backs and seats natural.

A rough sand-finished wall is undesirable for church school rooms. For economy, a mineral color may be mixed into the plaster. Walls should have a smooth finish so they can be painted with desired shades of color and so that they may be kept clean. The paint should have a flat finish and be smooth, without pores so that it will not readily collect dust and dirt.

The bad acoustical effects of having most of the surface of the room composed of hard smooth surfaces should be considered. Carpets and drapes are valuable in securing excellent acoustical results.

Base woodwork boards, doors, window trims, and chair rails have definite functions but they should not be very conspicuous. Plain strips about four inches wide are most satisfactory. They should be well-smoothed, joined at corners and rounded on exposed edges. Upper edges may be bevelled to avoid dust. Only inferior wood and poor workmanship should be hidden under paint. Good trim should be stained a dark oak or walnut tone and finished with a good quality dull, glossless varnish or lacquer. Such finish will harmonize with any suitable tones of wall or furniture and should last as long as the building without refinishing. Fingerprints and other marks seldom show on it and it may be washed or waxed indefinitely. Picture rails are very important and should be about three inches wide, with one or two grooves, and placed at pupil's eye level.

DRAPERIES AND SHADES

The kind of shades and draperies, as well as their color, should be determined by the amount of light and kind of windows. In some situations opaque shades will be needed to counteract the glare, and for darkening the room. In others, translucent shades of natural tint may be used. In any event the color of the shades and drapes should harmonize with the color scheme of the room. Remember, too, the need for rooms which may be darkened for use of visual aids.

Draperies add greatly to the charm and homelikeness of a room and assist in reducing bad acoustical effects. High, large windows require dignified treatment; while simple, harmonious hangings are better suited to average windows. In cases of unusual groupings of windows it may be desirable to consult an interior decorator. There are effective coarse materials, such as loosely woven burlap, which are suited to certain kinds of buildings. Marquisette and theatrical gauze are loosely woven materials available in colors which make possible a soft pretty arrangement. Casement cloth, similar to pongee in appearance yet somewhat heavier, is also a desirable material. Pongee is a very satisfactory material and may be used quite effectively.

Regardless of the materials used, it is essential that draperies be kept fresh and clean. It is better to have no draperies at all than to have soiled, unattractive, wrinkled window hangings.

DESIGNS ON THE WALL, STENCIL WORK AND ORNAMENTATION

It is questionable whether pictures or symbols should be painted on walls. It may be better to have the walls finished just as an inconspicuous but comfortable background for the work and materials to be used in the room. Corridors and hallways may be more elaborately decorated than rooms in which one must sit and attend. Pictures, drapes and carpets may be changed but it may be a long time before wall decorations that have become tiresome will be changed. For the younger groups in particular, flexibility and change are desirable. Therefore many children's workers advise against any kind of stencil work in the decorative scheme.

It is clear to observers of children that their world is one of joy, imagination, light and color. It is wise to encourage these qualities in their living in the Church School rooms. *Christian education is a process of living, not just sitting and listening.*

When six-year-olds in a public school were asked what each thought to be the most beautiful thing he had ever seen, the majority of the answers were in terms of the colorful out-of-doors—"red tulips and red roses," "white narcissus," "foliage all red and purple and yellow—looked just like colored earth on the side of the mountain," "yellow flowers," "a rainbow," "a woods with little flowers and toadstools."

This same group, while participating in the redecoration of their schoolroom, attempted to bring the outdoors inside—the blue of the sky, the gold of the sunshine, and the colors of the flowers. As a result of their planning, the ceiling and walls of the workshop were done in the lightest blue of the delphinium. A garden of red and violet tulips with a few blue delphiniums and yellow jonquils is designed on the wall space below the chalk board which is light green in color. The pink violet of the tulip established the color of the walls in the main room.

Some rooms have been decorated with mural paintings of animals, birds, flowers and children, or other designs in an attempt to make the room very attractive to children. Floors in some public schools have linoleum inlays of birds and animals. If such designs are used the work should be done by experts.

It is true, however, that rooms may be made charming by use of inconspicuous colors as a background for objects that may be changed more easily than the paint on the wall.

Everything in a church school room should be genuine. Children may make simulated stained glass windows as an activity, but they should not be considered proper for permanent use in the room.

Where ornamentation is desired, a suitable design should be prepared by the architect. The grapevine design, for example, has Christian symbolic value and has a wide range of variation.

SYMBOLISM

Simple symbols may well be used to help form the atmosphere for teaching as well as for worship. They may be introduced through carving, decoration, window design and pictures. Joy, suffering, work, and love can be represented through symbols from the life of Jesus—the birds and flowers of which He often spoke used as symbols of joy; the plane, hammer, and saw which He used in Nazareth, as symbols of work; the thorn tree as the symbol of suffering; and a picture of Jesus and the children as the symbol of love. These symbols must be very simple and easily interpreted. Abstract symbols are often bewildering and not helpful to small children. But tools which children know, as symbols of work, birds and flowers which they can see and appreciate, as symbols of joy—these represent aspects of the Christian life which will prove definitely helpful.

WINDOWS

Windows form a continuation of the wall surface, and need to be taken into account in any scheme of decoration. Clear glass is desirable in church school rooms. Colored "medallion" inserts or symbolic designs outlined in metal add interest and help identify the room as a part of the church edifice. Always, we must remember that we are planning not just a school building but a *church* school building.

The task of planning a room so that it possesses charm and beauty and is conducive to effective teaching is in itself a work of art.

THE SELECTION AND USE OF PICTURES

The use of pictures is one of the areas in which art can make an invaluable contribution to religious instruction and devotional experiences.

The selection and use of pictures is therefore a matter of great importance. For splendid suggestions see the following books: "Worship God"—McIlwain, and "Guiding the Experience of Worship"—Powell.

To the child a picture is real. It leads him into an experience. A picture cultivates an appreciation of beauty and goodness, and aids in promoting good action.

A few really beautiful good pictures are much better than many of inferior quality. Crudely colored, garish pictures are to be avoided.

A few carefully chosen pictures, well framed and placed at the pupils' eye level, contribute greatly to the environment for religious growth. Every class or department room should have at least one beautiful and inspiring picture, well-displayed and lighted on a large unbroken wall space. In groupings of three pictures, two should be subordinated in size, position, inspiration and significance.

A picture should not be merely for ornamental value or to relieve a blank wall space. It should convey a spiritual message to every pupil. It should be of the sort that can be looked at again and again with ever-deepening meaning.

A frame which can be opened at the back to permit changing of picture is a desirable aid.

Pictures may be gathered from many sources, mounted on cardboard, and used.

When considering building improvements, provide good storage space for pictures when they are not in use.

The following is a suggested list of pictures classified according to the ages for which they are suited.

Because of changing conditions we do not include prices.

For the Nursery Department

SPRING OF THE YEAR—Muriel Dawson
FLORAL PROCESSION—French Poster
CHRIST BLESSING LITTLE CHILDREN—Plockhorst
SPRING SONG—Glucklich
SONG OF THE BLUEBIRD—Kenyon
MADONNA—Partridge
SUFFER LITTLE CHILDREN—Tarrant
MADONNA AND CHILD—Raphael
CHRIST WITH CHILDREN—Vichon
Jessie Wilcox Smith pictures—Simple pictures illustrating child life, animals and flowers.

For the Kindergarten Department

(Any of the above—if not already purchased)
MORNING CAROL—Tarrant
ALL ON A SUMMER DAY—Muriel Dawson
CHILDREN'S LEAGUE OF NATIONS—Middorigh-Bokhorst
YOUTHFUL GARDENERS—Middorigh-Bokhorst
RABBITS—Muriel Dawson
JESUS AND THE CHILDREN—Cizek
SPRING—Cizek
NATIVITY—Baroccio
ARRIVAL OF THE SHEPHERDS—Lerolle

For the Primary Department

WHEN ALL THE WORLD WAS YOUNG—Tarrant
ALL ON A SUMMER DAY—Muriel Dawson
SPRING-PICKING FLOWERS—Salcedo
SPRING—Cizek
WINDS OF MARCH—Middorigh-Bokhorst
THE ARRIVAL OF THE SHEPHERDS—Lerolle
OF SUCH IS THE KINGDOM—Elsie Anna Wood
SUFFER LITTLE CHILDREN—Schmid
WORKSHOP AT NAZARETH—Briggs
MARY AND THE SHEPHERD BOY—Scheurenberg
JESUS AND THE CHILDREN—Katz
MADONNA—Ferruzzi
THE ANGELUS—Millet
MADONNA OF THE CHAIR—Raphael
ALL THINGS WISE AND WONDERFUL—Tarrant
THE STAR OF BETHLEHEM—Tarrant
THE SISTERS—Taylor
MADONNA AND CHILD—Murillo

See *Pictures for Children,* Monograph, Hazel G. Lewis,
American Baptist Publication Society, 1703 Chestnut Street, Philadelphia 3, Pa.

For the Junior Department

ST. FRANCIS PREACHING TO THE BIRDS—Giotto
THE ANGELUS—Millet
THE CHILDREN'S HOUR—Taylor
CHRIST AND THE DOCTORS—Hofmann
JESUS IN THE MIDST OF THE DOCTORS—Seignac
THE HARVEST MOON—Tarrant
READING WYCLIFFE'S BIBLE—Clausen
PILGRIMS GOING TO CHURCH—Boughton
CHRIST AT TWELVE—Hofmann
CHRIST AND THE FISHERMAN—Zimmerman
JESUS AND THE CHILDREN—Copping

CHRIST AND THE RICH YOUNG RULER—Hofmann
THE BOY JESUS—Murillo
ARRIVAL OF THE SHEPHERDS—Lerolle
O LITTLE TOWN OF BETHLEHEM—Taylor
WHEN I CONSIDER THY HEAVENS—Taylor

For Youth

PENN'S TREATY WITH THE INDIANS—Abbey
THE REMORSE OF JUDAS—Armitage
THE BUILDER—Beneker
CALLING OF MATTHEW—Bidd
THE PRESENCE—Borthwick
JESUS WASHES THE DISCIPLES' FEET—Brown
THE BUILDER—Burnand
PETER AND JOHN—Burnand
CHRIST OF THE ANDES—Cimabui
MADONNA—Cimabui
JESUS AND THE NEWSBOYS—Copping
HOPE OF THE WORLD—Copping
THE APPEAL TO THE GREAT SPIRIT—Dallin
CHRIST APPEARING TO MARY MAGDALENE—da Vinci
THE LAST SUPPER—da Vinci
APPEAL TO THE GREAT SPIRIT—Dallin
CHRIST WEEPING OVER THE CITY—Flandrin
THE WALK TO EMMAUS—Gerardet
ST. FRANCIS FEEDING THE BIRDS—Giotto
JESUS AND ZACCHAEUS—Hardy
CHRIST AND THE RICH YOUNG RULER—Hofmann
CHRIST AND THE YOUNG PEOPLE—Hofmann
CHRIST IN GETHSEMANE—Hofmann
THE LIGHT OF THE WORLD—Hunt
CHRIST AMONG THE LOWLY—Lhermite
THE RAIL SPLITTER—Ferris
JESUS CHRIST—Max
THE ANGELUS—Millet
PRODIGAL SON—Molitor
MADAM LE BRUN AND DAUGHTER—Le Brun
TRIAL BEFORE PILATE—Munkacsy
CHRIST'S COMPLAINT TO THE NATIONS—Raemaeker
OMNIPRESENCE—Rosencraz
CHRIST BLESSING THE MEAL—Von Uhde
PRODICAL'S RETURN—Schafer
HOLY FAMILY—Seligmann
WHEN I CONSIDER THY HEAVENS—Taylor
THE PRODIGAL'S RETURN—Tissot
TRIBUTE MONEY—Titian
SERMON ON THE MOUNT—Wood
CHRIST AND THE FISHERMAN—Zimmerman

Pictures for Adults

The church school should consider, also, the needs of many adults for greater artistic appreciation and the personal enrichment by means of good art. Pictures may be borrowed from museums for display in the church school building.

It would be a splendid service for churches to lend religious pictures to families with the privilege of purchase.

Where to Get Pictures

Denominational publication boards and book stores should be contacted. Unless you know the quality of a picture listed or have seen it, order only with the privi-

lege of returning. It is annoying to have to endure the presence of low grade printing and coloring in a picture.

It is unforgivable to inflict little children with anything inferior.

The following houses distribute excellent pictures.

Many pictures may be seen in galleries and stores that are not listed.

Art Education, Inc.
(Brown-Robertson Co.)
6 East 34th Street, New York 16, N. Y.

Eric S. Hermann, Inc.
385 Madison Avenue
New York 17, N. Y.

Perry Picture Co.
Malden, Massachusetts

Artext Prints, Inc.
Westport, Connecticut

Edward Gross Co.
118 East 16th Street
New York, N. Y.

Rudolf Lesch Fine Arts, Inc.
225 Fifth Avenue
New York, N. Y.

Braun & Cie
385 Madison Avenue
New York 17, N. Y.

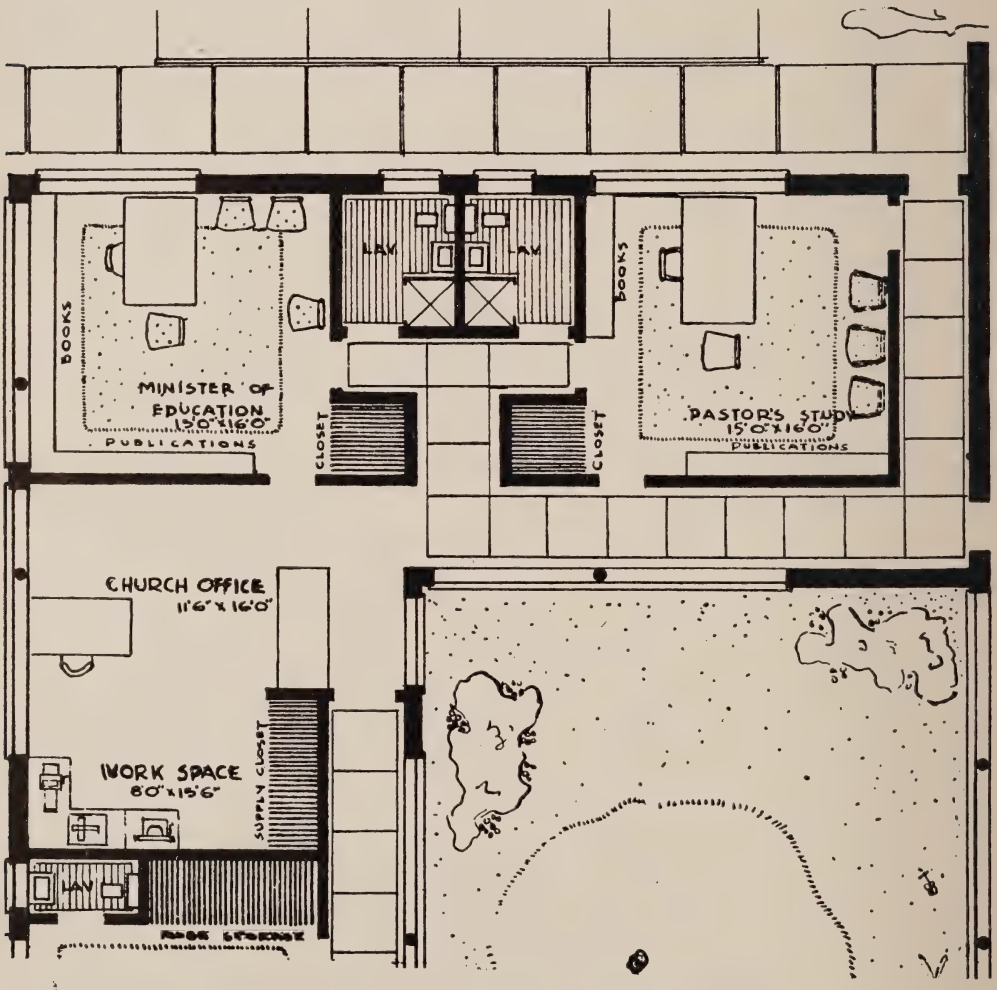
CHAPTER 10

Providing for Administration and Leadership

The church must have efficient direction and leadership in order to fulfill its responsibility.

Records must be kept; measurements recorded; promotion and publicity directed; leadership trained; and the building maintained.

The leaders must have rooms suitable for conferences. Increasingly, we are realizing that the church is not only the most important of institutions, but the administration of its affairs requires the attention demanded by a very complex organization with a range of interests and activities as wide and varied as human life.



PLAN FOR GROUP OF ADMINISTRATIVE ROOMS

The plan indicates the minimum number of rooms for administration and pastoral work in a church of moderate size. An institution concerned with the religious welfare of several hundreds of members of all ages and of different conditions and needs cannot adequately be served and administered by one person. Note liberal window space; counter at church office which is so located that the principal entrance to the building is observed.

In addition to the pastor, there should be an additional staff worker for every five hundred members. All of these duties are performed in the small church, even though the office may be a desk in the vestibule and the conference room a corner in the "Sunday School" room.

The following may be considered as a basis for preparing the building program for this division. It of course will be modified in each local project.

1. The Pastors' study—conference room, accessible but not where general traffic in the building will prove annoying.
2. The general church office, located near the principal week-day entrance.
3. A work room for mimeograph, addressograph, and other equipment, with storage space and files, adjacent to main office.
4. Rooms for other members of the church staff.
5. Provision for church school superintendent and secretary in main office or adjacent.

These rooms should be grouped so that they may be heated as a unit, and so that a visitor does not engage the time and attention of more than one person at a time.

The Conference Room (or Workers' Room)

The church should provide a meeting place for the adult leadership of the church (official board, planning committees, training classes, Committee on Christian Education, Workers' Conference, supper meetings of smaller groups).

The room should be rectangular in shape: its size will be determined by the size of the church building and by the number of people who will use the room. In a large church the entire group of church school workers would not meet in this room, but only such groups as heads of departments or departmental staffs.

The conference room will need equipment suited to its purpose. The following is suggested:

A rectangular table with chairs.
Side table for exhibits of books, materials.
Buffet equipment, built into wall behind or may be purchased and installed as a complete unit.
Shelves for books.
Cabinet for supplies and other materials.
Outlets for projector and sound equipment.
Walls treated acoustically to deaden sound.
Black board (portable).
Symbolism related to Christian education.
Screen.
A fireplace would add to the fellowship atmosphere of the room and at times would provide sufficient heat.

The Church Library

One cannot think of a school or college without its library.

Churches are educational institutions. Their teachers, workers and members should have available for their use a good supply of books and publications.

The library could be a reading room also, with tables, comfortable chairs and good lighting. The library is a means of bringing into the church the resources of

the past—through biographies, periodicals, maps, and reference books. It is also the place where many types of resources for teaching should be available—pictures, slide films, film strips, special exhibits in such fields as missionary education, nature study and the like.

The presence of the library gives confidence to pupil, teacher and parishioner.

A public school authority says, "The library in a public school is the best single index of the quality of instruction given."

It should be considered indispensable in the present day Church school.

It should be sound-proofed and quiet. Carpets on the floor will aid in the effectiveness of the room.

The library will grow. Provision for expansion should be made.

Custodian's Room

Churches are recognizing the importance of professional custodianship for such an unusually important plant, the church building. Much of the "janitor" complaint should be charged to failure in the church administration to realize that a man rating as an expert mechanic at least is required to maintain a church plant of more than average size and to keep it and all its facilities in good working order. A work shop in some more attractive space than a corner of the coal hole should be provided. Slop sinks, and storage space are needed. Some larger churches provide living quarters for the custodian and his wife.

CHAPTER 11

Providing for the Fellowship Life of the Church

The recreational and fellowship activities of the congregation are vitally important as means for achieving the purpose of Christian education. They should be integral parts of the church's program which includes also evangelism, character-building, and experiences of Christian fellowship.

The religious motivations and ministry are possible and necessary in this area of life and the church should not relinquish this function to non-church agencies.

The ultimate purpose of recreation in the church program is the development of a strong sense of Christian fellowship. The church with elaborate facilities and equipment for recreation will achieve real fellowship only when the members of its various groups find joy in the experiences they share. The church with modest facilities can achieve fellowship and it will make the most of the informal recreation possibilities of the groups whch come together in the church program.

Church Directed Recreation Is Needed.

The possibility of increased leisure time in the future intensifies the importance of church-directed recreational work.

The church can help people to avoid the mire of frustration and irritation, the inner rebellion, and disloyalty which contributes to the break-down of personality. The principles of more abundant living may often be conveyed through broad programs of recreation.

Through planned and directed recreation and social life, the church can help keep daily living free of hampering attitudes and actions and make daily life reach challenging adventures and become deep and satisfying. The church must help fill the life of the person who lives in a busy, noisy world, with satisfying activities which afford individual expression through some interest group such as dramatics, music, arts and crafts. At the same time, the individual has the chance to share a common interest with others, and participate in a rich fellowship of experiences.

THE NEEDS

The Fellowship Hall

The small church needs a fellowship hall with a minimum unobstructed floor area of 30x50 feet, an average ceiling height of 14 feet, a stage and a kitchen. In such a room, which we do not call a gymnasium, a great variety of group activities may be held including games, athletics, motion and still pictures, pageants, plays and fellowship suppers. The room will of course be used by a church school group.

Larger churches will need a larger fellowship hall. Churches in thickly settled communities where play space is limited may need a gymnasium. The presence in the community of a gymnasium for match games may intensify the need of a church gymnasium for practice games besides the many occasions an active church will use it. Even in the average-size church a combination hall, with stage and gymnasium besides the dining hall, is very useful. If there is only one hall in a church that is active there may be many conflicts of activities in the need programs, especially if several groups are composed of persons who have the same night of the week free.

By the use of modern building materials, a very attractive recreational hall can be constructed of materials that are colorful, have sound-absorbing qualities, and are very durable. Ornamental hinged metal grills can be placed inside the windows, for protection when the room is used for certain types of athletics. Or windows may be so constructed that they will not be damaged by basket-balls or other equipment.

A Fellowship Hall

(Left) *The cut illustrates the fellowship halls in Central Methodist Church, Muskegon, and Calvary Methodist Church, Frederick, Md.*

Sundt, Wenner & Fink, Architects

The wide corridor on the second floor (at the left) forms a gallery for the hall. The fellowship hall should never be placed in a basement.

A Fellowship Room

(Right) *A splendid room to be kept available always for various gatherings. The knotty pine woodwork, colored wallpaper above the Colonial seat in the corner, the fireplace, ceiling lamp throwing a glow of light downward, the large rug and decorative incidentals make this a church "living room" of great value. It is the classroom on Sunday morning for the Young Parents' Class.*

A Store Room Reclaimed

(Left) *Ugly walls were insulated and covered with knotty pine boards. The fireplace (a real one), woodwork over the ugly girders, colorful drapes and rug make an unused ugly space into an attractive multiple purpose room.*

The Requirements for Religious Drama and Pageantry

Because of the rapidly increasing interest in religious drama, it is important that the architect, minister and committee be thoroughly conversant with the building requirements, not only for the purpose of securing the right space and equipment, but also in order that they may properly evaluate the relative importance of the facilities for drama.

The increasing use of drama in the church is related to the techniques in education in two ways: for the participants, it exemplifies the project method—learning by doing; for the audience, it is visual education.

Religious drama is an art, comparable to other arts used in the service of religion; painting, architecture, music. As a great art it must be taken seriously and given proper facilities if its real values are to be realized.

Religious drama consists not only of dramatized Biblical stories, but other types as well: the prepared play of dramatic form written for the church; the pageant, involving larger numbers of performers; the visualization for directly educational purpose, and the liturgical play intended for the chancel.

The fellowship hall will frequently be used as a place of public assembly. It should, if possible, have direct entrance from the street. The entrance should be obvious for the person who is not a member of the church. The several other uses of the social hall need not interfere with the efficient use of the stage and adjoining spaces. The kitchen and serving pantry may have to be located adjoining the opposite end of the hall. Care should be taken to avoid acoustical difficulties which might result from wrong proportions and interior finish.

The stage is the important working area, and when the church has a limited budget, space should be provided even if the purchase of proper equipment must be postponed.

A stage to be of real value must be at least eighteen feet deep, twenty-seven feet wide, and fourteen feet high.

A common error in planning the social hall stage is to omit wing space by placing dressing rooms or stair-halls in line with the proscenium arch. Such a stage is of very little use excepting as a lecture platform. The stage should be at least five feet wider than the proscenium on each side. The dimensions of the proscenium opening will be somewhat dependent upon the architectural design of the hall, but should be at least twenty feet wide by twelve feet high above the stage.

A stage used only for dramatics should be four feet or three feet nine inches above the main floor for a large hall. However, for general use, and in the social hall of average size, it may be as low as three feet.

Adequate space for the storage of scenery is needed. A long slot in the stage floor at the rear wall, covered by a trap door, permits convenient painting of scenery in a craftshop below the stage without the use of scaffolding. A room under the stage may then be a general property room and general dressing room, available also as a project workshop for other activities of the church and school.

Certain structural details are best provided by the architect in the general contract for the building; pipe-rails or battens, length approximately equal to proscenium width, securely attached to the ceiling at intervals of seven feet from the front; a finished stage floor of soft wood, pine or spruce, which will readily take screws or nails for scenery or properties.

The curtain should be of opaque material, lined if necessary. The architect must provide proper supports and hardware for the curtain and the cyclorama.

Contemporary drama depends as much or more on lighting than on scenery and properties. Some of the production values which depend upon proper quantity and control of light are composition, atmosphere, emphasis, color and three-dimensionality. Some of the lighting equipment will be provided in the general contract; borders (horizontal overhead) and strips (vertical at the sides) in two or three circuits for color variation. There should be ample outlets on the stage and in the rear gallery for spotlights and floodlights. Contrary to popular opinion, footlights are the least necessary. It is advised that they be omitted.

All of the house and stage lights should be controlled from one switch-board so located on the stage that the operator may see the action. The switches should be noiseless, and there should be rheostats on the main circuits, including the house lights, as well as local rheostats on the floodlights.

There should be a minimum of two dressing rooms, with a large room for general make-up and costuming. If necessary to insure ample wing space, the dressing rooms may be on another floor, provided that they have easy access to the stage. Classrooms in an adjoining part of the building may be used, or the dressing rooms near the stage will have windows in order that they may be used as classrooms.

Church Parlor

A church parlor-type of room is very important. It should be provided with a kitchenette unless the kitchen is located between the hall and parlor.

By all means, have a fireplace even in the very smallest church. Nothing can equal a fireplace as a center for discussion groups or just good fellowship.

The parlor, as all rooms in the building, should be available to all groups. Don't label it as a "ladies parlor," if only one such room is provided.

A "Common" Room

A "drop in" room, open with a sensible sponsor present, may be very useful, much nicer than the drug store for "chat parties."

A refreshment booth is important. But let's never call anything in a church a "bar"—milk bar, or other bar. We do not need to borrow terms with undesirable associations.

A Practicable Plan for the Recreational Unit

A recreational section of the building may be composed of a two story unit, the ground floor *to be not more than* 4 feet below grade with ceiling height of 9 feet; this means that one climbs 6 feet of steps to reach the main floor. On the lower floor have bowling alleys, rooms for floor and table games, lavatories, craft shops, boys' and girls' club rooms and adult class rooms if there is sufficient space.

On the main floor have the general purpose fellowship hall with stage and kitchen. Have minimum ceiling height of 16 feet. The stairway leads from the stage to the lower floor where some of the rooms will be available as dressing rooms.

The ceiling of such a room can be rather high because the roof structure forms the ceiling line. Lighting fixtures are built into the ceiling.

Bowling alleys wherever installed, are used by several age groups. Rooms are usually needed for floor and table games. These rooms may be used by adult classes on Sunday.

Swimming is an increasingly popular form of recreation. In one institutional church in a crowded city section, the total attendance in the swimming pool in one week was 1,400. The Munsey Memorial Methodist Church is constructing (1948) an educational recreational building which includes a swimming pool.

Dr. Hughes Wagner, Pastor of Trinity Methodist Church, Springfield, Mass., writes as follows (in 1948) regarding recreational features which this church has had in use for more than twenty years:

1. As to the general value of the swimming pool and the problems connected with it: Since it is the only in-door swimming pool in all this section of the city, it is in constant demand and largely and effectively used. If there were publicly owned or community sponsored pools in the vicinity, the situation would be different. It gives us wonderful contacts with hundreds of young people, is a wide-spread asset of good will toward the church in general, and does perform a very worthwhile service, particularly to the youth of the city.

   The expense and maintenance is another story. Equipment is vastly expensive, repairs are always in order, supervision requires trained teachers and directors of physical education.

   So I would say that a swimming pool in a church is a very valuable thing, per se—but I would never recommend it:

   a. Unless there are no other indoor swimming facilities in the neighborhood.

   b. Unless some permanent provision for financing it, such as an endowment, is in clear sight.

2. You ask about the need for two social halls—one for athletics and one for dramatics and so forth. That means, I take it, *our Gymnasium* and locker room equipment on one hand and regular assembly Community Hall on the other. Certainly both would be better than one. Both of ours are in constant use and, if they were combined, it would cut our program practically in half. That, I take it, is simply a matter of financial resources. Two are better than one, and if it were possible, it would be better to have three than two.

3. We do not have bowling alleys but do have billiard tables, ping pong tables, library facilities, a Boy Scout room, and various equipment for general recreational programs. They are all to the good and it is not difficult to get customers. But here again let no potential builder be disillusioned about it. It is not the original cost; it is the upkeep. Unless provided for by some permanent financial program, they will drain the financial life of a church.

   Of course, all of the above refers to a program which is designed as ours is, primarily for the whole community without regard for color, race or creed. Things might be different if it were only contemplated to have local programs involving merely church youth or church constituency.

Rev. C. Warren Van Camp, pastor of the First Presbyterian Church, Modesto, California, reports as follows under date of March 4, 1948, regarding their swimming pool and gymnasium:

> We do consider our swimming pool of value as a means of fellowship. It is used mainly by children and young people. Except for one or two play nights a month it is used exclusively by Church School classes which come as a unit and provide their own supervision and their own life guard. The pool is used by approximately ten groups a week and they average twenty per group. About one-third of these groups are from our own church. The balance of the time we charter the pool to other church and civic groups at a nominal cost.
>
> The pool is approximately 25x65 feet with an eight foot ceiling, hence the number who can use it any any one time is limited. With such a low ceiling a diving board is impractical.

We estimate the maintenance cost to be about $1,500 a year. Included in this is extra janitorial service, insurance, heat, light, taxes, and other similar charges. Nothing is included for depreciation.

Supervision is normally provided by the groups using the pool, in addition we expect our janitor to keep a general eye on things. Life guard service is always provided by the incoming group. The one exception to this latter provision is in the summer when the church hires a life guard and keeps the pool open in the afternoons as a recreational possibility for the children in the vicinity.

The membership of our church is approximately 750. In addition to the pool we maintain a gymnasium and have the normal schedule of social activities: parties, both inside and outside the church; play nights; folk games, etc.

Those planning swimming pools should give serious consideration to the following:

1. In order to minimize the noise which conflicts with other church activities it should be in a separate building or wing.
2. Showers should be so enclosed that the steam cannot escape through the building and ruin the woodwork.
3. It should be larger than the one we now have with sufficient ceiling room to provide for a spring board.
4. If possible the schedule for its use should not be kept through the church office. There are always matters of conflict and disagreements which could better be handled separately.
5. A filter system should be installed to prevent the necessity of chlorination.

Outdoor Recreation in the Program of the Church

Many churches now being planned will be erected on sites covering several acres. Provision is being made for playgrounds, outdoor fireplaces, playground equipment, flower gardens and outdoor meetings.

The work made possible by outdoor grounds and equipment is planned as truly religious work for personal enrichment, group achievement, cultivating growth of Christian character, and experience in Christian fellowship.

The expansion of weekday church school work is creating the need for more ample church grounds and outdoor equipment.

CHAPTER 12

Furnishings and Equipment

Good furnishings and equipment are not only necessary conveniences but contribute in large measure to the efficiency of church buildings.

The Work of the School Is Influenced by the Furniture.

The most efficient teaching is handicapped if children are squirming and inattentive because of the discomfort of chairs that are badly shaped or too high. Concentration and spiritual exaltation are impossible when there is physical irritation. Mental impressions are quite definitely affected by accompanying physical impressions. (These remarks may also be made with respect to color.)

The Equipment Committee.

A standing committee on equipment and furnishings should be a part of every local church school organization. The first task of this committee is to study the excellent books that are available on school furniture. Well-equipped churches should be visited during church school sessions. Sample pieces of equipment should be tested in use. Then a list of needed equipment including quality, size and finish, should be prepared with the aid of the architect. This list with specifications should be used to secure competitive bids from manufacturers.

A Task of Planning and Selection.

The task of the architect and the building committee is not completed until proper equipment has been installed in the rooms. The custom of leaving the church school rooms barren with the hope that they will gradually be equipped as funds become available has led to an acceptance of a low standard for equipment which is detrimental to the educational program. Transferring unsuitable furniture from the old church into the church school rooms of the new building, where it is entirely out of place and not at all adapted to the needs, should be avoided. The thought and care requisite to the successful planning of the church school are no less necessary in the selection of its equipment.

It is not sound economy to put thousands of dollars into buildings and then not provide the proper equipment. Each item of equipment should be selected for its definite purpose. Furniture should be selected, with expert advice, for durability and appearance, not because the price is low.

As to price, there can be but one sound criterion of reasonableness. The furniture which best contributes to the purposes for which it is intended is the most economical. Since the cost of furniture is small as compared with the whole investment in the educational process, it should not be considered an extravagance to get the most suitable.

Character in Furnishings.

There are many features which should be checked in selecting furniture. Among these points is its mechanical construction. Durability is not a matter of weight or massiveness or great strength of some parts, but of the care and reliability of construction which insures that there are no particularly weak parts or joints. The craftsmanship and responsibility of the maker are the best assurance in matters of construction.

In character, the equipment and furnishings should be worthy of the cause to which they are dedicated. Equipment should not be showy or ornate; it need not be elegant or luxurious; but it must be good. It should not be easily marred or defaced. Some of it will receive severe usage and, so far as is practical, all of it should be designed, like the building, to last indefinitely; but long service should leave its mark in mellow tones, not in scratches, splinters, discolorations and breakage.

Well-rounded corners and edges are not only an evidence of high grade construction but are essential to comfort and good posture. A sharp line of contact under the thighs or across the back indicates shabby workmanship and foretells discomfort for the user. Sharp corners on legs and rungs cost much less to make than the carefully rounded and sanded edges, but they look cheap; they are not pleasant to strike against; and they splinter with disastrous effects on clothing and stockings. Curves cost money and always represent more planning and labor than do the square sawed sticks and boards, but the human anatomy is bounded by curves and straight lines cannot fit it. Rounded edges are all made from square ones by the addition of time and expense, but they make up much of the difference between good furniture and bad.

Much of the labor and cost of making good furniture goes into the smoothing operations, particularly on curved surfaces, which are necessary to bring out the beauty of grain and to secure a pleasing finished appearance. Fine surfaces cannot be made with paint or varnish; they must be made on the wood itself, and they cannot be made on inferior wood. Painted surfaces are superficial and shriek of shallowness whenever scratched. Thick, shiny varnish over a poorly selected or finished wood is even more offensive to good taste. It is very likely to become sticky and to spoil clothing. It becomes discolored easily and disintegrates under the influence of heat, moisture, perspiration, or rough usage.

Transparent pyroxylin lacquer is a very tough and elastic finish which shows the grain of the wood, does not crack, peel, or become sticky, is not affected by hot water, soap, or ordinary disinfectants, isn't easily scratched, and seems to wear almost indefinitely and to mellow and improve in appearance with age.

The Materials of Furniture.

Traditionally, wood is thought of as the material for church school furniture. Manufacturers are now turning to steel for the structural parts of furniture with many advantages in design and durability. Graceful effects in curved lines and fine finish are obtained in attractive tubular construction, with opportunities for adjustable and swivel devices and other features impossible under the limitations of wood construction. The use of plywood and finer grades of hardwood, with steel frames, make possible even finer effects in the wood surfaces at lower prices than in comparable all wood construction.

For adult and young people's rooms, however, modernistic furniture that may remind some of a cocktail lounge or saloon is not desirable. There is such a thing as secularism even in furniture.

The Finish of the Furniture.

After many years of study and experience, educational authorities and manufacturers of school equipment have established a standard "schoolroom brown," a pleasing walnut tone, for the wood parts of all school furniture. There are good reasons for recommending this for church school use. Many colors are distracting, injurious to vision, and psychologically objectionable, and none harmonizes better than this with all reasonable variations of room decorations.

Attempts to match the color of the room trim in the furniture are usually disappointing. The furniture must be specially made and involves an extra cost. The same stain on different kinds of wood, or the same wood differently prepared, may produce varied effects. In general, mahogany varnish or stain, or other aggressive coloring in low priced furniture, is difficult to harmonize with the soft tones which prevail in the schoolroom, and furniture so finished takes on a cheap and shoddy appearance after a short period of time.

Comfortable and Effective Seating Equipment.

There is a definite relationship between physical position and mental attitudes. That is why we kneel or bow in prayer, rise to sing, and why we can see at a glance the difference between an attentive or an inattentive and listless pupil. Alertness, attention and erect posture go together. A comfortable, relaxed position has a favorable effect on the mental processes of the student.

The most important difference in value among chairs for church schools are in the scientifically determined proportions and forms—the seat form and slope, the shape, rounding and placing of back slats—details determined by studies of the anatomy of large numbers of children of each size. These details will make the difference between correct, comfortable posture and slouchy restlessness to the generations who are to use these chairs. There are also important differences in the refinement of detail and finish. *Such values are often unnoticed by the casual purchaser but the discriminating investor of church money will consider them carefully.*

In a chair suited for school use as distinguished from lounging, the size and design should be such that the most wholesome, alert, and attentive posture of the occupant is at the same time the most comfortable and least fatiguing. This is the case when, with the muscles completely relaxed, the body weight is poised above an erect spine and is carried on the seat bones while the weight of the legs is carried by the feet resting on the floor.

Proper Back and Seat Forms.

An essential condition of comfortable sitting in an erect position is well-shaped support in the small or hollow of the back, which is the level of the lumbar vertebrae at and just above the height of the top of the hips. With this support, if one sits well back against it and relaxes completely, the pelvis frame is kept in a vertical position, the weight is balanced about the spine, the shoulders fall back and down of their own accord, the chest is expanded and deep breathing assured, and all the vital organs have full space for functioning freely and vigorously. No chair back which is built in a straight line from the seat to top can possibly give the sort of support which makes for erect posture. Many churches visited or photographed have chairs with this defect. While there should be shoulder support when one leans back, the essential support is a well-rounded form which fits the back between the hips and shoulder blades.

But however good the back support, it is futile if the seat is too long, from front to back, so that one cannot get near enough to the back to use it effectively, or if there is an elevation at the rear of the seat or the seat is so flat that one slides forward by the force of gravity. A good seat has a pronounced backward slope, is shaped to carry the body weight wholly on the ischia and thick part of the thigh muscles, and is short with a well-rounded front edge. In such a seat erectness is the most natural and comfortable posture.

Seat Height.

A first essential to this posture is that the seat shall be low enough for the feet to rest on the floor without any pressure from the seat under the knees. Such pressure results in restlessness, and bad posture. On the other hand, if the seat is well formed and sloped, there may be an inch or two between the highest part of the seat and the leg behind the knees without the least discomfort or disadvantage. We should, therefore, make sure that the seats are low enough.

In any group there will be a few who might take larger chairs but there is no advantage in so doing. Most wooden chairs for adults are made in the traditional eighteen-inch height, which is far too high for the comfort of most women and a large percentage of men. Since it is quite impossible to keep twenty-five loose chairs of assorted sizes properly distributed among a similar assortment of children, it is better to keep in mind that high seats are always bad but low ones, if properly formed, are safe. Too great a variation of the size of chairs within any one room is not advisable. Often the smaller children will insist on using the larger chairs.

Portable Seating.

There are innumerable folding chairs on the market and "portable chairs," which are the same thing combined in units of two to five individual seats. Some of these are very cheap and most of them are noisy and extremely uncomfortable. The frightful cost to the nation in loss of religious zeal and interest due to cheap, flat-folding chairs can never be calculated. When the average adult spends most of his life in cushioned swivel chairs, over-stuffed home furniture, or luxurious theater or automobile seats, it is not to be expected that he can readily adapt himself to quiet concentration and contemplation in these ill-shaped torture seats.

There are a number of very comfortable and satisfactory lines in individual folding chairs and the portable group units. Some of them are well-finished, attractive in design and comfortably upholstered. The best of them have practically eliminated squeaks and noises and reduced the probability of breakage to a minimum. If carefully selected, they may be recommended for those rooms which require compact seating, in which the chairs must be set up quickly and stored away easily in the least possible space. A flat, folding bench, correctly designed and proportioned, comparable to a pew when opened and to a couple of flat boards when closed, would be a useful contribution to church school equipment, particularly for the recreational auditorium.

Folding chairs should not be used except where necessary and never in the children's division.

Tables.

Tables have an important place in the equipment of church schools. A good table should have an attractive, smooth-finished top, with no drawers, stretchers, or other structural parts under the top in the way of pupils' knees and thighs, legs set back as far as practicable out of the way. All parts which come into contact with the pupils' hands and legs should be well-rounded and so finished that they cannot become splintered.

Table drawers are nuisances causing many sorts of annoyance. If it is necessary to provide some storage space for books or supplies at the table, a shallow shelf set well under from the edge and not more than about three inches deep may be provided, though any obstruction under the table top may be in the way of those who use it.

The table top should be approximately ten inches higher than the chair seat in all grades, about twenty inches high for the kindergarten and not more than about twenty-eight inches for adults. This is the best average height for writing purposes though the correct measure for individuals in all grades will vary.

The table and chair arrangement permits great informality in the work of the class. Pupils may work at the table or away from the table, and almost the entire floor area may be cleared at a moment's notice by pushing the table against the wall.

The rectangular table will probably be found most satisfactory. *Small*, rectangular tables permit easy rearrangements of furniture and great flexibility of use. Round tables waste floor space. They cannot be arranged to make the best use of light from windows and cannot be combined to provide for flexibility in the size of table groups. In addition round tables may be regarded as unsuitable for class use because they are unwieldy, difficult to handle and to store, and are relatively expensive.

In the old type of Sunday school organization in which many classes were crowded into a single noisy room, it was necessary for teacher and pupils to go into a huddle with heads as close together as possible in order to communicate with each other. For this sort of class, a special type of table was developed with a recess cut into one side in which the teacher sat with six or eight pupils close to her. This more or less "kidney-shaped" table has no place in the equipment of a school of the modern sort.

Teacher's Table.

A teacher's table that is light and movable is necessary in every classroom. These tables should harmonize with the pupils' equipment, approximately 2x3 or 2x4 feet in surface area and twenty-nine inches high. Some leaders prefer a lower and smaller teacher's table for groups of small children—one which is about eye level for the children when seated. There should be an open shelf underneath for convenience during the class period—but no drawers, cabinets, or other storage facilities built into the table. These light tables are superior in many respects to the cumbersome teacher's desk of the office desk type. Many youth leaders prefer a work table which is available both to the teacher and to members of the group.

OTHER NEEDED EQUIPMENT

Cabinet.

A cupboard or cabinet, and perhaps, a bookcase should be provided to hold records, materials, stationery, supplies, and literature required for the class. If the room is provided with a closet, this storage cabinet may economically be built in where it will be out of sight. Cabinets of a compact locker or filing case type may be made, or purchased already assembled. These are more compact and serviceable for all storage purposes than a bookcase with glass doors.

Blackboard and Display Board.

Rooms, with the possible exception of those for nursery, kindergarten and primary, should be provided with the blackboards and with bulletin boards displaying pupils' work, small pictures, maps, clippings, etc. The equipment for this purpose may be a strip of blackboard with a smaller area of cork or "tackboard" and by the use of either portable blackboards or green-surfaced boards which harmonize

(Below) *An awkward assembly room transformed into a children's chapel. Further improvement may include strengthening the focal center of the room by the use of a colorful dossal cloth. Removing the folding doors will make for simplicity. Evidently the color of the walls should be softened.*

(Right) *An appreciation of religious art is cultivated through working on a simulated stained glass project. From Simulated Stained Glass for Amateur Craftsmen, Almy. To be published by Harpers'.*

well with the soft tones of the room. A drape or wooden shutters of pleasing design may cover the blackboard when it is not in use. Increasingly, portable boards are preferred. They should be light enough to hang flat against the wall and numerous enough to meet the needs of class and department groups. There may be an extension of the trim at the height of the door top and an adaptation of the chair rail into which the portable board will fit against the wall when in use.

Musical Instruments. There should be good pianos in the rooms used for assembly. Each should be tuned at least once a year. Small portable organs are useful, sometimes preferred for hymn singing. A record player (not the juke box type) is an essential for children's and youth groups.

Signal System. If it is necessary to have a signal system in the rooms, let a small inconspicuous colored light be used—*never a buzzer or bell.* In well-ordered schools, signal systems should not be necessary.

Miscellaneous Equipment. Low shelves and cupboards are essential in rooms assigned to children. Children should be able to replace materials themselves and so help to keep the room in order. Some will want a table for flowers and for other items of special interest or beauty. A low easel for special pictures or posters will be useful.

Things to Avoid. Before hastily adopting new items of equipment that may enthusiastically be suggested, it is well to make sure that they will really increase the effectiveness of the work

For instance, some formerly recommended a pass door so that the secretary could deposit materials and take out the collection and report book without entering the room, to avoid disturbing the class or department. This added $25.00 or more for each installation to the cost of the building. Of course the door had to have a fastening device. It was found that the snapping noise made when the door was opened and closed was more disturbing than when the intruder entered the room. Well-managed schools can avoid such intrusion by caring for supplies, records, and offerings in other ways.

In some situations a change of method is needed rather than new or changed equipment.

Suggestions for Equipping the Departments.

There is not absolute agreement among church school workers regarding equipment, decorations and arrangement of rooms, nor is this to be expected. Christian education deals with growing and (we hope) thinking persons of all ages and in a variety of changing conditions. When living processes become fixed and static, the atmosphere of death may be expected.

The suggestions which follow must be considered simply as suggestions for reference when preparing the building and equipment program in individual situations, every such program doubtless differing from every other.

When thinking of rooms and the program of requirements, keep the items which must be considered when designing the building, such as floorings, color schemes, and built-in equipment, separate from movable items to be purchased (with the architect's counsel and supervision).

Some items of equipment may be considered essential, others to be added when funds are available or after experimentation. Select each item with a definite purpose in mind—not because it just appeals to some one. Consider the place in the room in which it is to be used and the relation to other equipment.

The following suggestions were assembled in conference with the denominational and interdenominational workers of the International Council of Religious Education, and after a study of many buildings. For additional lists of equipment and supplies, see Equipment and Arrangement for Children's Groups in the Church, by Kramer (Abingdon-Cokesbury Press); Equipment and Supplies for Nursery Schools, Kindergartens, Primary Schools (1941—50c), Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington, D. C. Also, School Housing Needs of Young Children, same source (1939—35c).

A. The Nursery Department.

1. The Nursery (for babies under 15-18 months).

Toilet and bathinette adjacent (between nursery and toddlers' room)
Running hot and cold water.

Bottle warmer (use main kitchen refrigerator or a second refrigerator) adjacent.

Washable toys.

Cribs, mattresses or pads, covers and linens.

Play pens.

Rocking chair (adult).

Pictures.

Cupboard, with shelf and rod for hanging wraps.

Soft cove or indirect non-flickering lighting. Check with medical authorities regarding recent developments in germ-killing light.

Flooring—linoleum, rubber tile, plastic. Must be thoroughly sanitary and easily cleaned.

Rugs. Where efficient care taken, service and good cleaning equipment are employed, carpets give an atmosphere of warmth and quiet. Children spend much of their time on the floor—this must be remembered.

2. The Toddlers' Room (for children 15-18 months to about three years). Select from above section on the Nursery the items needed for children of this age.

For wraps, doorless cubby holes; shelf at top and bottom with hangers for wraps in between.

Floor covering. Carpeted floor if it is kept sanitary, battleship linoleum or rubber tile. If the latter is used, a roll-up rug on top which is also kept clean.

Shelves or cupboards. Low supply cupboards.

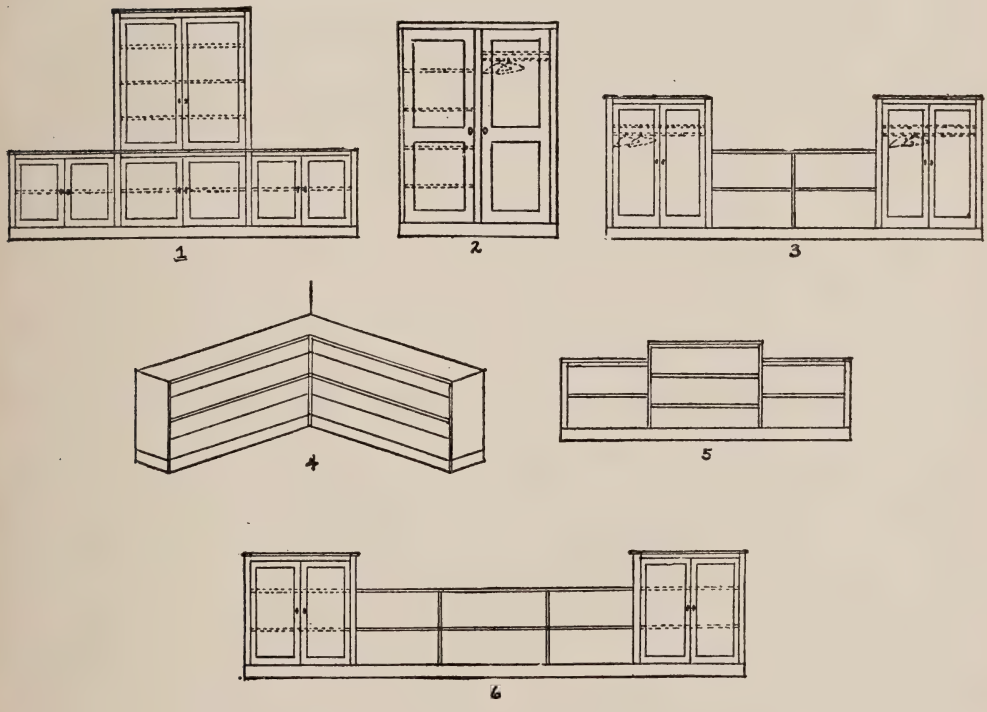
The toys should be educational. If possible, the following, or at least some of them: A walking board, pounding board, climbers, a rocking horse that they can get in and rock, wooden train and wooden toys painted with vegetable colors, a few charts, a tin box for crackers, "cuddly" toys, "push" and "pull" toys, a doll buggy, Taylor-Tot in which they can move around, educational balls and blocks. A low table for use in serving nourishment. Note: There is no need for a piano in this room.

Have the architect design and supervise the construction of all built-in equipment. Shelves, etc., to be spaced in view of size of equipment to be stored.

3. The Nursery Class Room (for three-year olds and more mature children under three). Also look over the suggestions above.

   For wraps—racks about three feet high in doorless sections recessed in the wall. (Some prefer recesses fitted with slide doors.)
   Cabinets with shelves and doors to be locked.
   Open shelves.
   Place for flowers.
   Windows low with clear glass, or with colored medallions.
   Rugs.
   Chairs, eight inches high.
   Chairs for workers, fourteen inches high.
   Tables for children, eighteen to twenty-two inches high.
   Small table, twenty-four inches high.
   Picture books.
   Toys, housekeeping and floor. Baskets for carrying toys.
   Picture rail, panel of cork or other *soft* material.

Suggestions for Built-In Facilities



1. *Closed cabinet space for children and teachers.*
2. *Cabinet for teachers' supplies and teachers' wraps.*
3. *Open shelves with place for children's wraps at either end.*
4. *Corner Shelves.*
5. *Open shelves.*
6. *Open shelves with closed space for teachers' supplies at either end.*

From Equipment and Arrangement for Children's Groups in the Church, Emma Jane Kramer. Used by permission.

B. The Kindergarten Department (four and five year olds). There should be two rooms if there are more than twenty-five children.

Picture rail and cork panel.

Windows, clear glass or medallion inserts.

Chairs, ten inches and twelve inches, or only ten inches.

Workers' chairs, fourteen inches high.

Tables, ten inches higher than chair seats.

Display space.

Rugs or carpet (see section on flooring).

For wraps, same as above; or for five-year olds, an alcove adjacent to their room.

C. The Primary Department (six to eight year olds). Interest centers, Blackboards if needed, built into wall, covered with shutters or drapes. Some prefer portable board to be fitted into grooves in wood trim.

Picture rail. Cork panel or bulletin board.

The classrooms for the Primary department should be supplied with blackboards and cork bulletin boards, cabinets for supplies and materials, teacher's chair and table, visitors' chairs and tables for pupils. Facilities for coats, hats, and overshoes should be provided outside the classrooms with fixtures low enough for children to take care of their own wraps. Seating equipment for the first grade should consist of eleven or twelve-inch chairs with twenty-two inch table heights. These heights are also suitable for the second grade. Chairs of fourteen and tables of twenty-four inch heights should be provided for the third grade.

Cabinets to be locked.

Book shelves.

Low shelves may be used also for display.

Window seats may be used as lockers.

No platform.

Coat space adjacent. Some advise hooks without hangers for primary and junior departments. (Hangers make for economy of space.)

D. The Junior Department. (nine to eleven year olds) About the same as for Primary Department, with adjustment in sizes of furniture.

Chairs, fifteen inches high or sixteen inches.

Worship or Interest Center. Lavatories adjacent or easily accessible.

E. The Junior High Department. (twelve to fourteen year olds) An assembly or fellowship room for the department as a whole and smaller rooms for classes and other activity groups.

Comfortable movable chairs, not folding. Sixteen inch chairs.

Tables. A worship center with provision for changing its setting and equipment.

Blackboards and bulletin boards.

Blackboards covered when not in use.

Supply closet for maps, books, etc., for use of the department.

At least one good picture in each room. Bookcases in classrooms.

See also provisions for fellowship and recreation.

F. The Senior High, Older Youth, and Adult Department.

Churches are increasingly providing varied programs for Junior High, Senior High, Young People's and Adult groups. Worship, discussion, informal social life, service activities all enter into the rich Christian fellowship of the church. The

rooms provided for these groups should, therefore, be friendly, flexible, attractive. They should suggest the home rather than the school.

FOUR-YEAR OLDS IN A WEEK DAY CHURCH KINDERGARTEN

Attractive chairs of standard adult size will prove to be the best type of seating, and most convenient for the type of work required in these departments. In addition to the leader's chair and table or reading stand, there should be chairs for the class officials, a small table for the secretary, cabinets for class records and supplies, a bookcase (unless library facilities are supplied), blackboards, maps, board for notices and clippings, and coatrooms.

The more formal music and worship activities for these groups are often held during the regular church service and chapel meetings. These older groups are the ones which can most readily take responsibility for converting rooms which are used at other times for social and recreational purposes to settings conducive to worship.

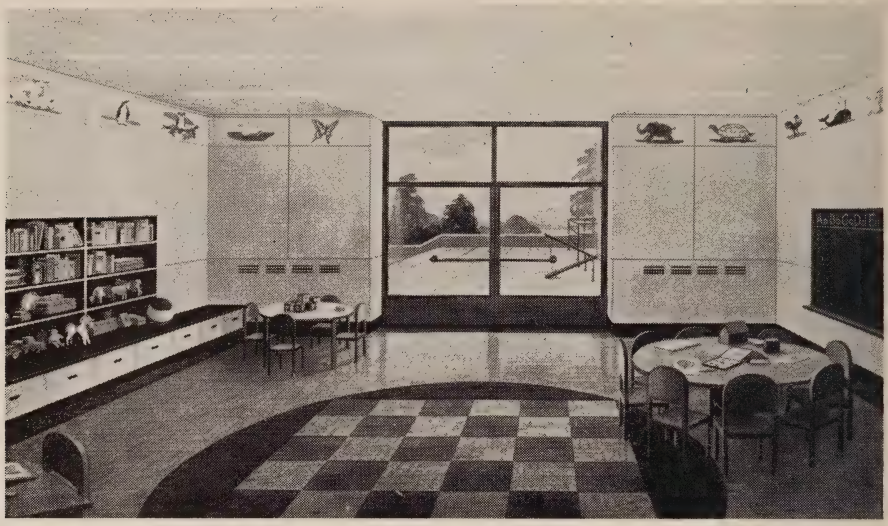
A fireplace, built-in book shelves and good pictures help to make the rooms more effective.

Some adult workers ask for large tables for discussion groups, but most churches will have to dispense with these in the interest of economy of floor space.

Club and Recreation Rooms should be equipped with the type of furniture which appeals to boys and girls and serves their purposes, sturdy and not easily marred. Strong benches are particularly useful but they should be comfortable. The design, proportions, and dimensions already discussed as essential to good chair construction are particularly important in equipment of this sort for which upholstering is not suitable. A few tables and chairs of similar construction are required, as well as several folding tables for games, book and magazine cases, bulletin boards, display cases for collections and trophies, coat closets, and a closet room supplied with lockers or shelving for equipment.

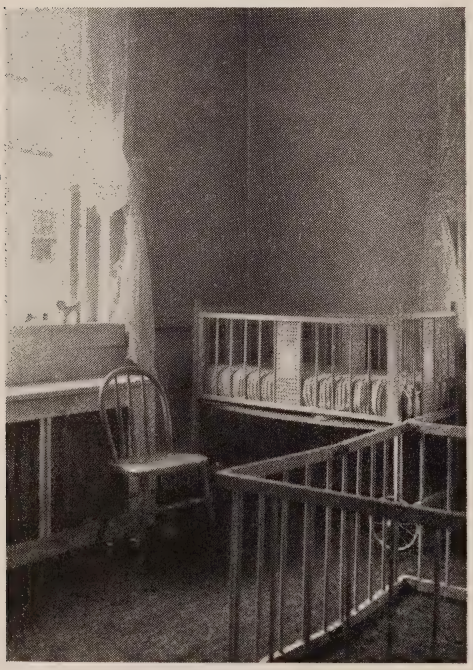
Folding Tables are necessary for dining purposes. There is much to be said for the convenience and possible ultimate economy of well-finished, stained and lacquered tops, or better still, linoleum-covered tops on these tables. There are several folding leg devices, all of which should be tested for sturdiness and steadiness. Legs that can be screwed to the top are increasingly favored. Trucks, consisting of a frame on small wheels, should be provided on which the tables can be stacked flat and rolled under the stage or to such other storage place as is provided.

Arrangement of Furniture. In any teaching situation, the arrangement of equipment is almost as important as its selection. The placing of a piano or a supply cabinet or a vase of flowers may seem to be a matter of minor importance;



A Public School Kindergarten

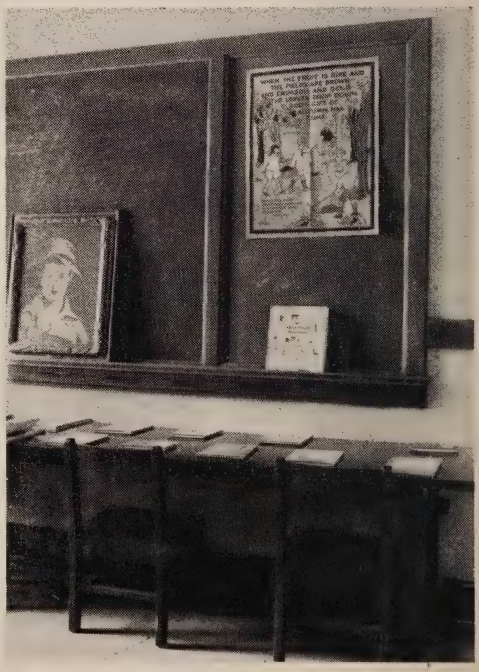
Note drawers for supplies and open shelves at left, heat radiators enclosed in the wall. The ample area of glass seems to relate the outdoor world to the room. The ample floor area is quite in contrast to the crowded spaces in many church school rooms. Increasingly our children are being provided spacious rooms like this in the public schools.



(Above) *Corner of a nursery with crib and play pen (and an obsolete type of chair). Steam radiator protected by screen.*

Black Board, Tack Board, Browsing Table

(Below)



but in reality such arrangements may have a great deal of influence on the effectiveness of the program.

The chairs and the tables for the pupils in the children's department will, for the most part, be movable to provide for flexibility of program. Their arrangement will depend upon the demands of the program at that particular time. This does not mean that disorder and carelessness should characterize the room. Rather, it means that a new interpretation has been found for the word "order." A room is in order when it is arranged in the way which enables the pupils to do their best in work or play or worship. Pleasing arrangements may be orderly, and still achieve an atmosphere of friendliness and companionship. There should be enough floor space to permit changes in arrangement and activity.

When it is desirable for the group to assemble, the chairs may be placed in a circle for kindergarten children, in semi-circles for the primary children, and in more or less formal rows with aisles for the older groups.

The leader's chair and table should be so placed as to seem to be a part of the group, not removed from it. Each member should be able to see the leader's face.

Entrance to all rooms should be at the rear or side rear whenever possible.

The piano should be placed in a position which makes it possible for the pupils to gather around it when this is desirable in informal grouping. The light should fall on the music, but not in the pianist's eyes. If artificial lighting is used, it should be adjusted so that it is outside the range of vision of the pupils. A piano in a corner of a room near the leader's table is usually satisfactory.

A supply cabinet should be placed where it is readily accessible. The side rear of the room is a convenient location.

Flowers in wall vases or in a bowl placed upon the leader's table add greatly to the beauty of a room. Too many bowls on other tables may take up space that is needed for other purposes. Bowls on top of the piano or on the secretary's table are out of place. If the cabinet is low, flowers may be placed there to greet the pupil as he enters.

The secretary's table will, for convenience, be placed near the entrance. Better still, a secretary's room or alcove may be provided for each department, or to be used by two or three departments together.

Arrangement of Seating with Reference to Light. A factor of importance in the equipment of a class or assembly room of any type, is the arrangement of the seats with reference to the window light. Light which shines directly into the pupils' eyes, will cause a glare, and reduce visibility. Other injurious effects may result, including headache, nervousness and inattention. Furniture should always be placed so that window light comes only from the left and left-rear of pupils. The leader should not be forced to face the window. Artificial lighting can be arranged to suit any placing of furniture but it should always be directed upon the pupils' work or objects toward which they are expected to look.

FLOORS

Since floors form a very important part of the background for school work, they too, should be given consideration.

Flooring and floor coverings should be selected for beauty, durability, restfulness, and ease in keeping clean. The flooring should be attractive and suitable but not conspicuous.

Floors made of hard wood properly finished remain attractive if they are kept in good condition. However, there is no wood finish that will stand up under the wear of gritty shoes and classroom furniture without frequent refinishing. The importance of quiet and soundproofing should be kept in mind when selecting flooring and floor coverings.

The pictures above th tack board are above th eye level of the pupils bu they are large in scale an break up the bare wal space. Ceiling heights fo children's rooms should b limited to 8 ft.

A Supply Cabinet in a Junior Room

The boy is taking a pictur needed for the worship cen ter planned for the day Rubber tile flooring.

Corner in an Intermediate Department Room

(Christ Methodist Church, New York, N.Y.)

Posters and Head of St. Paul fashioned by pupils.

Note convenient book and supply closet.

Colorful rubber tile flooring.

Concrete floors may be covered with linoleum *(if above the ground)*, cork, rubber tile, asphaltic tile, or some other composition suitable for use over concrete.

Some materials are expensive as compared with wood but are reasonably quiet, sanitary, easily cleaned, and require no expensive upkeep. They may be had in appropriate dark greens and browns and in other plain or various tile effects. Linoleum, with its unlimited range of colors and its diversified inserts and borders, affords a great deal of variety. The linoleum, which is three-sixteenths of an inch in thickness, commonly called battle-ship, has long wearing qualities. Linoleum, up to the present time, is used only on floors above ground. Rubber tile, a bit more expensive than linoleum, has excellent wearing qualities. Single worn units can easily be replaced; it has great resiliency and a wide range of decorative colors and designs.

Plastic floors which may be most acceptable are coming on the market. They appear to be durable, sanitary and have infinite color possibilities, but their durability will have to be tested further.

Cork tile and cork floorings are quiet and comfortable, have excellent insulation qualities, some acoustical value, and are less slippery than most materials.

Asphaltic tile is the most widely used floor covering for basement areas. It can be applied on concrete floors below the surface of the ground.

There should be no bare concrete floors except in the furnace room. In cleaning and caring for manufactured floors the instructions of the manufacturer must be followed.

Carpets are important in the church building. With modern cleaning devices carpets may be kept clean easily. Carpets are used almost universally in hotels, club houses, and in the better offices, in all of which they receive harder wear than in the average church building. Some of the advantages in using carpets are the following: they assure a quiet, restful atmosphere in the room; they improve the acoustics because they absorb some sound waves and make listening easy; they add to the homelike atmosphere of the classroom or department room. The use of carpets is more economical than installation of acoustical material. Floors like walls and ceilings are part of the background for the equipment and work in the room, and should not be conspicuous.

CHAPTER 13

Providing for Audio-Visual Aids and Radio Work

Visual and audio aids to teaching in the church school program are now so well established that their use should be considered in planning any building improvements.

These aids are not altogether new. One recalls the "blackboard lesson" done in colors that held our attention in the long ago, the picture charts, and the use of a great variety of "object lessons" and the stereopticon have been with us for a long time now.

Audio-visual aids include pictures, motion pictures both still and sound, projection services, models, specimens, blackboards, bulletin boards, maps, globes, charts, graphs, the radio, records, which provide information of some kind to the learner. The field is too great and the recent developments too extensive to do more than point out its importance. Sources of materials and the kinds of equipment now found most satisfactory should be investigated.

It is not necessary to have expensive motion and sound equipment in order to make effective use of audio-visual resources. In some churches sound moving picture equipment could be installed in the fellowship hall. Other rooms should be equipped with outlets and window shades so that the room may be darkened for a few minutes' use of lantern slides or films in the regular course of the work of the group. Wall space may be prepared so that it may serve readily as a screen. A rolling screen similar to a window shade can be installed.

Rooms need not be made to resemble little theaters in order to use visual aids in teaching. Visual materials are aids in the teaching and learning process, not ends in themselves.

Essential provision for an audio-visual aid program include:

Rooms designed for departments or classes with proper lighting.

Provision for adequate ventilation when windows are darkened, window shades, the proper acoustics, wiring outlets, and seating arrangements so that audio-visual aids may be used at will as a part of the program.

A projection table on rollers is a great convenience.

The lighting of the room should be controlled by the operator. When each department is equipped with window shades, and electric outlet so located that there is a minimum of cord on the floor and screen or prepared wall space it can function satisfactorily in its projection programs.

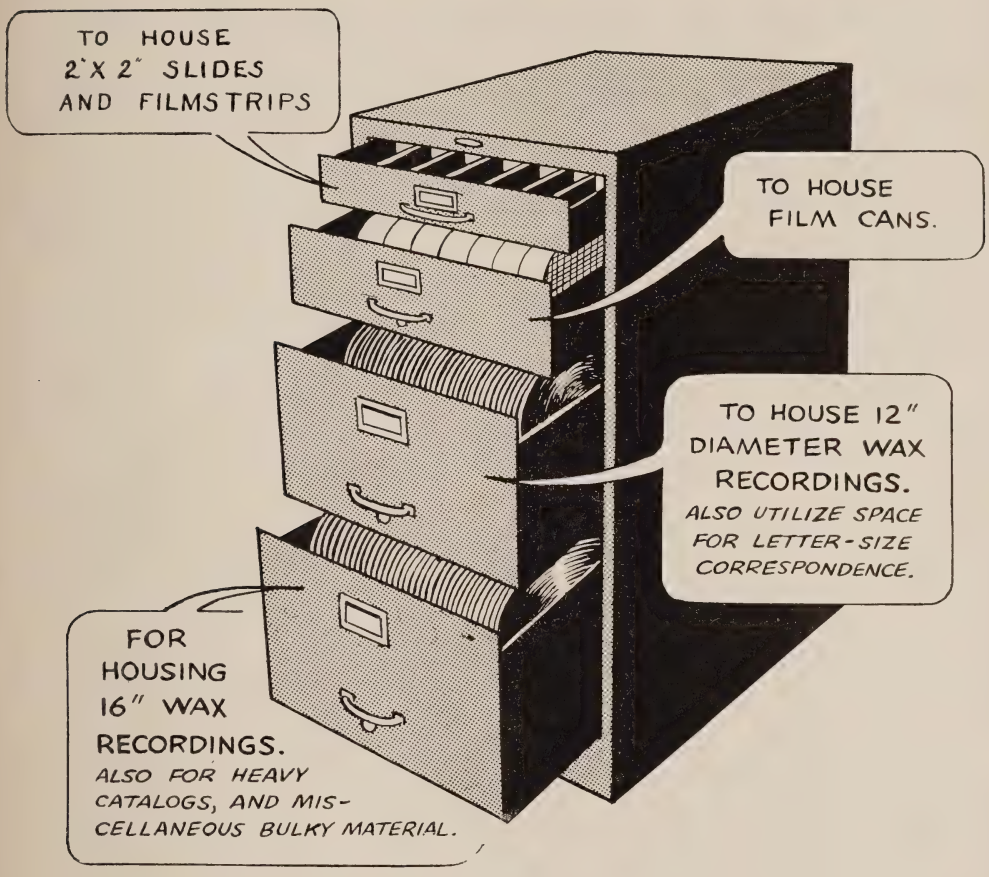
The fellowship hall should be equipped for showing pictures and slides in the daytime.

ROOMS AND EQUIPMENT NEEDED FOR LOCAL CHURCH USE OF RADIO AND AUDIO AIDS

The availability of recorded music, stories, scripture readings and worship materials is increasing. These materials make excellent resources for Christian teaching in the home and in the church. In order to make full use of them, there is need for good equipment, adequate rooms in which to hear and persons trained in the use of the equipment and the materials.

Radio programs which may be used to enrich religious experiences and which may be used as "springboards" for learning activities are becoming increasingly available. Local churches and homes should utilize these programs as much as

ALL-PURPOSE FILING CABINETS FOR AUDIO-VISUAL MATERIAL


TO HOUSE 2"X 2" SLIDES AND FILMSTRIPS
TO HOUSE FILM CANS.
TO HOUSE 12" DIAMETER WAX RECORDINGS.
ALSO UTILIZE SPACE FOR LETTER-SIZE CORRESPONDENCE.
FOR HOUSING 16" WAX RECORDINGS.
ALSO FOR HEAVY CATALOGS, AND MISCELLANEOUS BULKY MATERIAL.

Note: ALL DRAWERS MOUNTED ON FULL CRADLE PROGRESSIVE SUSPENSION.

possible. In order to do so good radio receivers, both portable and stationary are needed in rooms suited to listening. Radio techniques are valuable for the teaching process and in order to utilize them to the full, microphones, recording devices and studios are necessary. We are concerned mainly with the equipment and the rooms needed for using radio and audio aids.

Equipment

Portable

1. A good playback machine equipped for both speeds (78 rpm and 33-1/3 rpm) is essential. It is well for this piece of equipment to have outlets for microphone and speaker or speakers. Various business concerns have such models.

2. In the event a duo-speed playback is not available it is well to secure a radio-phonograph which can utilize 78 rpm recordings.

3. A small public address system for use in very large gatherings and for use in developing radio technique is desirable. If the combination as outlined in "1" is available it will provide for "2" and "3".

4. A wire recorder is desirable for preserving discussions, minutes of important numbers to be dubbed into radio progams and many other uses.

5. A disc-recorder is desirable for the permanent preservation of programs, music numbers to be dubbed into radio programs and many other uses.

6. Directional, non-directional and boom microphones are highly desirable. The playback described in "1" usually has a directional microphone. The wire-recorder usually has a non-directional microphone. The boom microphone is a versatile additional piece of equipment which is very useful.

7. Screens with monkscloth centers. Numerous screens of sizes varying from five feet in height to fifteen feet in height are needed to adjust acoustics in rooms for listening and for broadcasting.

Stationary Equipment

1. A disc-recorder. For high fidelity recording it is well to eliminate all dangers of noise and shakiness which portable equipment might produce.

Rooms

For the most part the various rooms within the church building will have to be utilized as they are. Today almost any kind of acoustical problem can be corrected.

If possible, however, there should be some effort to soundproof floors and to deaden ceilings and at least three sides of the room. This is desirable for general acoustics as well as for the specialized use of radio and audio aids.

A special radio studio is desirable if the church can afford to have one. There should be a control room set off with soundproof glass partitions to enable the director and instructor to see the performers but also eliminate engineering noises. This type of arrangement is available for the teaching of radio technique.

Dimensions: The studio itself should be a room approximately 20′x15′. The control room should be a room approximately 10′x7′.

Wiring of the Building

Engineers who are expert in this field should be consulted on the best manner of wiring the building for the transmission of sound in any room of the church from a central receiving or transmitting center. Outlets for speakers in each room should be provided for in the event future developments of audio aids may call for such outlets. In constructing new buildings, it is cheaper to provide for this wiring and these outlets in advance than to install them later. Be sure that the new building has the wiring necessary for television.

Electrical loads should be planned to enable the church to utilize receiving and transmitting equipment to the extent of three kilowatts. This is in the event that frequency modulation is developed sufficiently to enable local churches to transmit programs on their own wavelengths. Obviously—not every church in a given community will want or need this potential—but the larger churches which have reason to believe they will serve outlying areas may find it desirable and practical to plan in this direction.

Churches should study their whole program carefully before rushing to install equipment which, for the moment, seems popular. Many churches have installed amplifying equipment for small rooms in which any normal speaking voice could easily be heard. Tower chimes and other tower equipment have been annoyances to the community in some instances because of poor quality or for other reasons.

Equipment Needed for Local Church

What has been previously stated about the rooms for use of radio and audio materials applies also to rooms for utilization of visual materials except that provision must be added for the darkening of the room when projected pictures are to be used. Portable screens, draw drapes, or black roller blinds are suitable.

A. Non-Projected Visual Equipment

First of all, be sure the flat pictures to be used in the children's department are at the child's eye level and not at an adult's eye level. Provision can be made for mounting and changing pictures at the child's eye level by use of composition board panels placed about the room.

Table-top easels should be supplied for each table about which a class will meet. Flat pictures mounted on stiff backing can then be placed on the table in full view of the group. Rubber cement is ideal for mounting flat pictures on cardboard.

Small floor easels built of light frames and composition board or plywood panels can be made so that a child or two can stand on each side of the easel at the same time for crayon or paint work.

The popular build-up pictures of flannel or suede-backed paper materials will need large drawers for flat storage of the cut-outs and board and easel. Provision should be made for the children to make their own scenic and figure pieces, and for storing a library of flat pictures.

Maps, charts, and large colored pictures illustrating Bible lessons also have their place. The church kitchen can be used for making blue-prints or spatter prints.

B. Projected Visual Equipment

1. The first projector to be considered should be a small tri-purpose 2″ by 2″ slide and filmstrip projector. Kodachrome slides made by amateurs within the church or purchased for the church's library can be shown with this machine. Filmstrips offer an abundance of visual materials and are the least expensive. Facilities for storing and cataloging a growing slide and filmstrip library should be provided. Special files are constructed for this purpose.

2. Sixteen mm. motion picture projectors are available in two sizes, one for use with large audiences and another for use with smaller groups and in classrooms. Some of the lighter weight machines can be used in larger auditoriums, but highly satisfactory results are obtainable only with the heavier machines. For large rooms a 12-inch speaker is needed.

3. An opaque projector may be desirable because this machine will project pictures cut from magazines, or drawn by children in correlation with their lesson studies. Combination projectors for using opaque pictures, stereopticon (3 1/4″ by 4 1/4″) slides, 2″ by 2″ slides and filmstrips are available and will project all of these materials, but the smaller 2″ by 2″ slides and filmstrips will not be as brilliant on the screen as the larger slides because the condenser lenses are not designed primarily to concentrate the light in the smaller area of the 2″ by 2″ slides. It is better to show the 2″ by 2″ slides and filmstrips with a projector designed for that purpose.

4. A duo-speed playback machine will be valuable, for many filmstrips come with recorded script and sound effects.

5. A glass-beaded screen will reflect the most light from projected color-film materials, but it has the disadvantage of requiring the audience to be seated within a long, narrow seating arrangement that does not extend beyond 25 degrees from each side of the projector-to-screen axis. If it is necessary to seat the audience in a room that is wider than it is deep, the portion of the audience seated in the outside aisles will be able to see a more uniformly projected picture if a matt surfaced screen is used. The glass-beaded screen, however, is recommended for best results.

The size of the audience will determine the size of the screen. Portable screens on tripods are available in sizes up to 70″ by 94″. The best rule to follow is that the front seats should be no nearer the screen than twice the width of the projected picture, and the rear seats should be no farther from the screen than six times the width of the projected picture. The capacity of a room for audiences can be figured on a basis of six square feet per person for audiences under 400. If furniture arrangements or the size of the room make it unsatisfactory to use the projector with a normally equipped lens, a lens of longer or shorter focal length will allow the machine to be set farther away from or closer to the screen, respectively. A chart for determining the size of the screen or the focal length of the lens to be used on the different projectors at varying distances from the screen is available from the screen manufacturers. Many churches are equipping the Sunday school departmental or assembly room or the fellowship hall with an enclosed projection room and long focal length lens for the projector. Wires and cords for the projector and the loudspeakers can then be built in the walls or mounted in conduit strips on the walls.

6. Acoustical treatment will be necessary if sound moving pictures are to be used in rooms with large, bare blastered walls. Acoustical plaster or other sound absorbing material in blocks or panels can be added to most wall or ceiling surfaces. Drapes or any sound absorbing material will reduce reverberation within the room. One of the best acoustical treatments for any room is to fill all the seats with people.

CHAPTER 14

The Mechanical Equipment

(What Makes the Building Run)

A church school building is somewhat like a machine. It must have lighting equipment; fresh, clean air to be warmed or cooled, there must be plumbing equipment, wiring for many facilities—all of which the architects classify as "the mechanical equipment."

Church school workers should urge the building committee to purchase equipment of the very best quality. Noisy radiators, improper lighting, inadequate sanitary facilities, and haphazard ventilation equipment, take their toll on the teacher's nerves and efficiency. But in church planning today all of these handicaps can be avoided.

The architect can supply the necessary equipment in his plans but the committee should specify the kind of apparatus that is required, for example, electric outlets opposite the focal center of the room, or where needed; juvenile-size toilet fixtures and where to be located in relation to other rooms; sink with hot and cold water for the craft shop, etc.

We may have to be ready to specify in greater detail what types of lighting equipment are required.

In regard to building maintenance again, it should be remembered that a building, like a machine with many different parts, needs watchful care, frequent attention and repairs.

It is especially important to the Church School and Parish House staff that the building be run efficiently—that repairs to heating equipment be made before the winter season; and that a good supply of "spare parts" such as light bulbs be available always.

CHAPTER 15

The Church Grounds and Out-Door Equipment

The Church School worker is interested more than other church members in the church grounds.

Pupils can be taught to appreciate God in and through nature, as Jesus did so effectively in His teaching.

Life does not cease with the coming of summer. The church with a conscience will plan to meet its responsibility in summer as well as in winter. Some churches in towns and cities are acquiring control of country property suitable for youth conferences, retreats, out-door worship and for other activities of the local church. Where the church grounds permit, an out-door fireplace, out-door pulpit, and a terrace for the choir are very effective aids in summer religious work.

For children's and young people's work, there is great value in having out-door space as an extension of the church school rooms. This is possible only where the church grounds are protected from street views and noise. Children's rooms have been built with French doors which provide easy access to out-door space or the church garden.

Landscaping

The building program should make provision for grading the grounds, good top soil and a well-balanced plan for shrubbery, trees and grass. It is well to have a good plan even if the actual planting has to be postponed.

Trees and shrubbery protect the building from storms and noise.

It is very important that the church secure an adequate and suitable site. Churches in recent years are securing several acres of ground when this is possible. This enables the architect to extend the building rather than have any part of it more than two stories in height.

Playgrounds

The growing number of week-day activities increases the importance of the playground as a means of church school work.

For information regarding playground equipment for the several age groups see the publications of the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington, D. C., and National Recreation Association, 315 Fourth Avenue, New York, N. Y.

PART IV

MEETING SPECIAL BUILDING SITUATIONS

CHAPTER 16

Remodeling the Buildings We Now Have

We must not be content with what we now have if it can be improved. People are outside the church today because of failures to improve buildings and equipment. Almost any church school building, regardless of how poorly it was planned, may be improved. Often just a few hundred dollars may increase tremendously the effectiveness of the work through construction of a partition or a new floor across a high ceiling room.

Valuable experience in aiding churches to remodel or enlarge their buildings for religious educational work has been accumulated.

THE SMALL CHURCH

Perhaps the first step in improving a one room building would be to divide the room by partitions so that two or more separate rooms in addition to the sanctuary could be provided. Sometimes the rear portion of a one-room building may be made into a two story section. The next possible plan would be to add a parish hall and at least three department rooms.

A very practical and economical plan is to erect a rectangular addition to the building with a stage and dressing rooms which may be used as class rooms at one end and a two-story section containing department rooms and kitchen at the opposite end. The fellowship hall section of the building should extend in height to the roof. The stage should have windows and could be used as a class room. A removable panel partition, not a folding partition, may be placed across the front of the stage.

The next program would be to add a complete two-story religious educational unit, the ground floor to be occupied by department rooms and classrooms, with ceilings eight feet high. The parish hall will be on the upper floor extending to the roof construction so that a high ceiling is provided and the floor is not obstructed by posts.

Although the rooms in a small building will be much smaller than in a large church, the same principles of group separation and provision for separate rooms for the different age groups should be made. It is really an economy to have separate rooms because groups may be placed close together if there is a partition of solid construction between the two groups.

A congregation should not be content with the so-called "one-room church." It belongs to the one-room log cabin and ox-cart age. Even the smallest building may be divided by partitions into separate rooms. This is to be urged even at the expense of seating fewer adults on infrequent occasions. It is well to guard against having these partitions eliminated in favor of removable or folding contraptions of any kind for these occasions.

FIG. 1

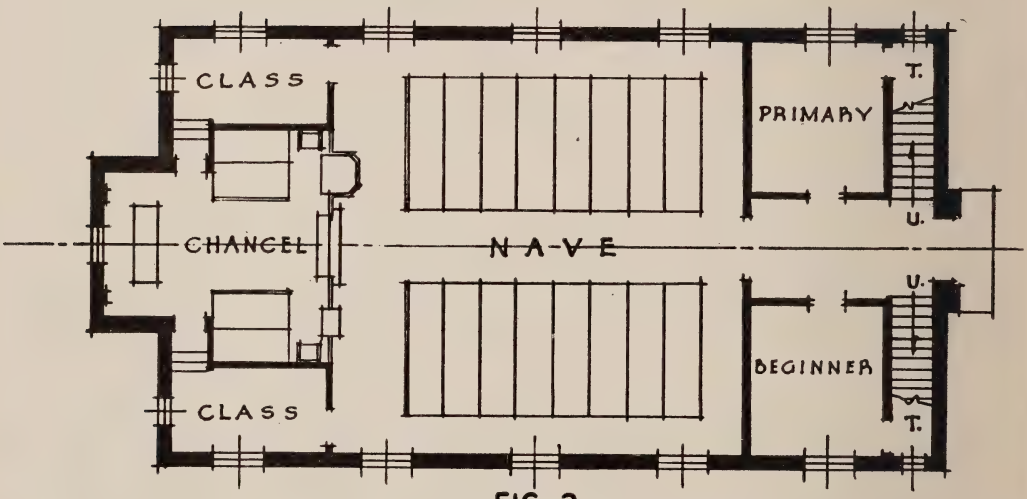
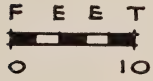


FIG. 2



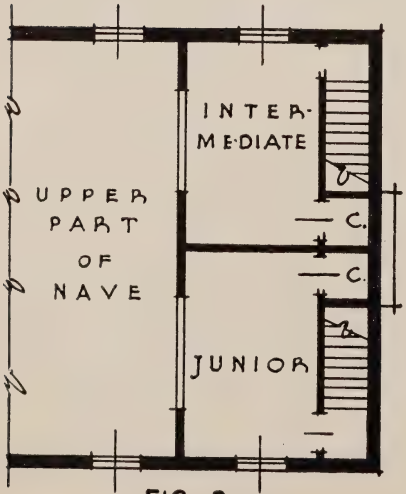


FIG. 3

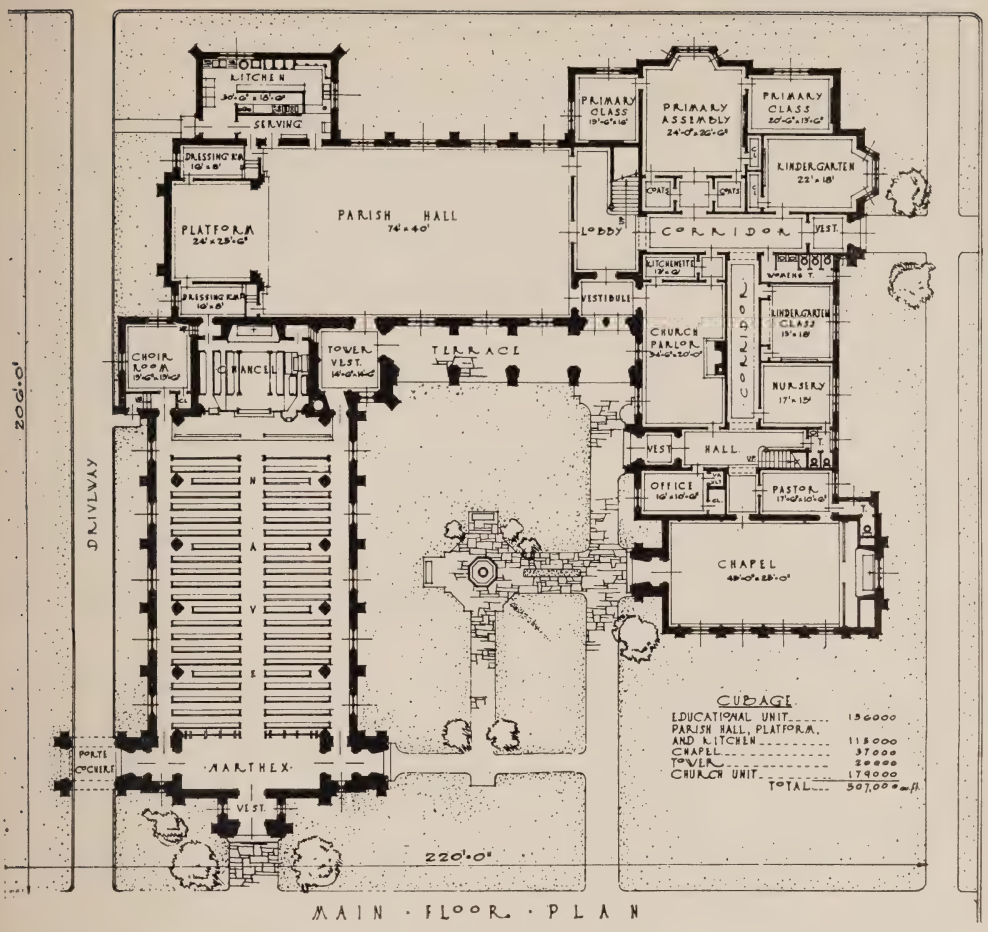
Remodeling the One-Room Church

The one-room church building belongs to the days of the one-room cabin home. The smallest church can be divided into several rooms as needed for separation of age groups.

Fig. 1 is illustrative of thousands of existing church buildings.

Fig. 2 shows the transformation that is possible in many of these buildings.

Fig. 3 shows how rooms may be placed on a second floor level in many one-room churches since the children's rooms on the main floor do not need ceilings higher than 7 1/2-feet.



MAIN · FLOOR · PLAN

A Tentative Main Floor Plan

This plan illustrates certain commendable features and also certain elements that should receive further study before the final outline plans are authorized.

Commendable features:

All the rooms shown are those which should be on the main floor.

The building may be entered by climbing only two low steps.

The scheme permits of construction by stages as funds permit and the congregation grows.

The chapel is easily accessible from the street and also from the church school rooms on the second floor for Intermediates and Seniors.

The pastor's room is well located for weddings in the chapel and will be the groom's room. The bride's party will use the Nursery room.

Features that should be restudied:

The platform should have windows and be available for an adult class.

There would be many advantages in functional plan and effective design to place the chancel where the narthex is shown.

The choir assembly and robing space is too small. A processional from the narthex will not be easily arranged.

There should be 2 or 3 Nursery department rooms for a church of this size.

In the Akron style buildings (that is, two stories of rooms or stalls arranged in semi-circular form around a central assembly, and open toward the assembly room) it is usually possible to floor over the central portion, thereby changing a one-story and gallery building into a two-story building. This reduces the wastefulness of such a construction. The lower floor or both floors may be divided by partitions into department and class rooms. In several cases it has been found possible to provide a very satisfactory chapel on the main floor of the remodeled building.

And while we think of improving our buildings we will not forget the great possibilities for increased effectiveness that may be achieved through color in drapes, paint, and by pictures. *Paint!* Paint can cover a multitude of architectural sins.

THE ORGANIZATION FOR A REMODELING PROGRAM:

Practically the same kind of organization and method of procedure should be established for a remodeling program as for a new building project.

A remodeling enterprise should be planned and conducted with the utmost care and earnestness. Many times what began as a minor improvement plan developed into an expanded program of real significance in the life of the congregation.

Architectural service for an improvement program is very important. The architect in such a project must not only plan the new improvements, but must also carefully examine the existing structure and skillfully fit the possible improvements into it.

As with the building program, the first task is to convince church members that the improvements are essential.

Organization of different departments in the church school, even if they meet in the same room, may convince the congregation of the necessity for providing separate rooms.

The teachers may study the needs of their own groups. Their reports should stimulate a concern for Christian education which should dominate the church conscience.

The Interdenominational Bureau of Architecture as well as denominational boards of education and church extension offer suggestions for readjusting and remodeling buildings. When writing to one of these agencies, send a description of the existing arrangements with a statement of needs, the enrollment by grades, etc. Survey forms for assembling this information are available.

➡

THE "AKRON" STYLE BUILDING—WHAT TO DO ABOUT IT

Main Floor Plan of Remodeled "Akron" Style Building (on Opposite Page) at First Presbyterian Church, Raeford, N. C.

Wenner & Fink, Architects

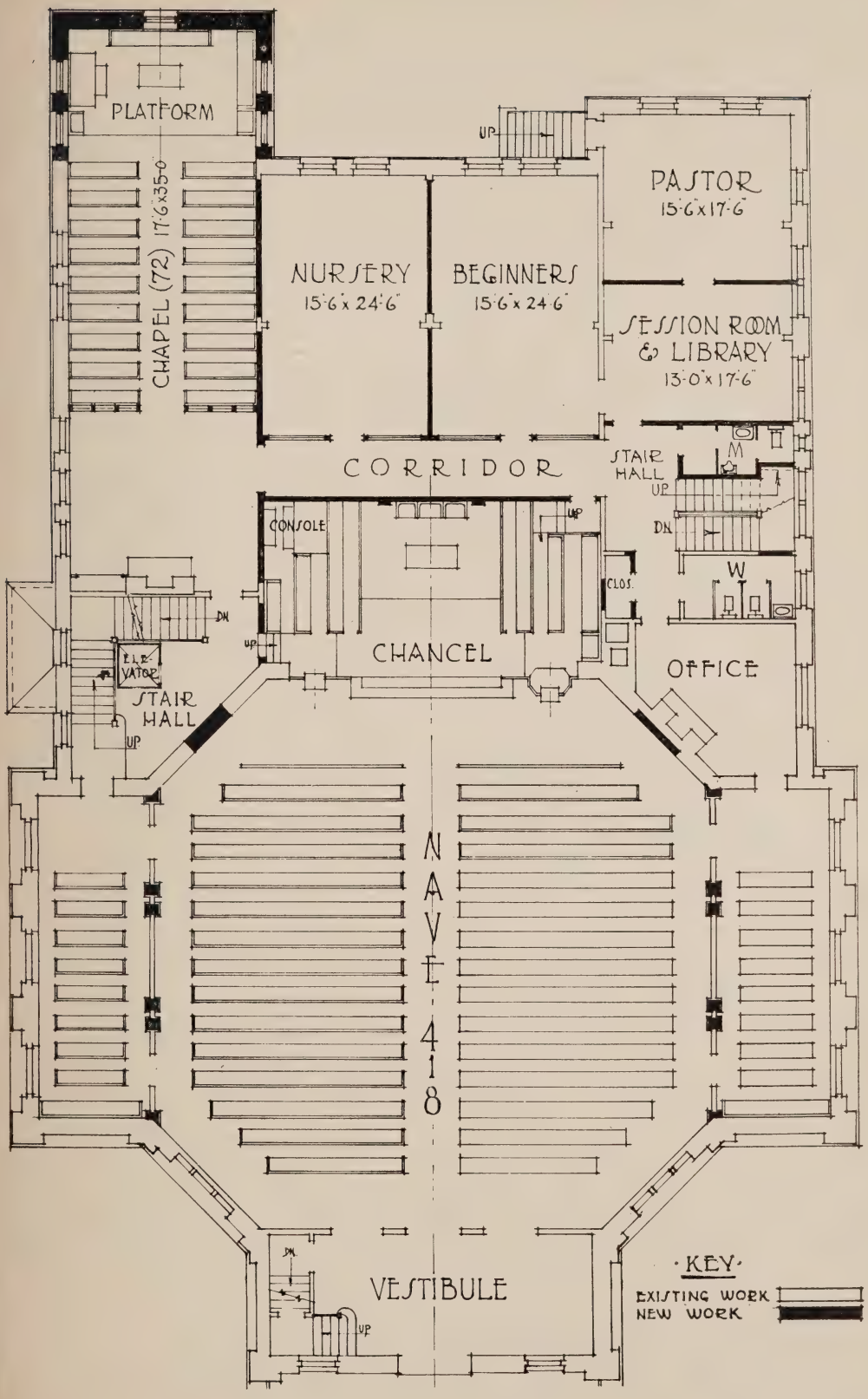
Before this building was damaged by fire the pulpit was in a corner. Curved pews were set on a slanted floor.

The church school rooms were built around the dark assembly space on the main floor and on the gallery. Great folding doors stood where the front of the chancel is now located.

The facilities now provided on the main floor are clearly indicated on the plan. Note that a small addition was built to give greater length to the chapel.

On the second floor there are rooms for other groups and the organ chamber.

Fortunately the walls of this building are straight. A similar change to be planned by a patient architect should be adopted by many other churches that have the "Akron" style of building.


PLATFORM
CHAPEL (72) 17'6"x35'-0"
UP
PASTOR
15'6"x17'6"
NURSERY
15'6"x24'6"
BEGINNERS
15'6"x24'6"
SESSION ROOM & LIBRARY
13'0"x17'6"
CORRIDOR
STAIR HALL
UP
M
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CLOS.
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UP
KEY
EXISTING WORK
NEW WORK

CHAPTER 17

Some Special Concerns of the Small Church

The small church has, basically, the same requirements for its program that the larger church has. While the building need not have rooms as large as the large church, it does need several.

The marvelous development of small house architecture indicates how the House of God may be suitably and attractively planned for the smallest congregations. Modern materials, such as insulation board and plywood, with soundproofing material inside the partitions, make it possible to construct attractive partitions at very low cost for material and labor. Also, such material may be used by unskilled workmen.

There is no necessity—no excuse—for building a one-room church. The smallest building may be divided into several rooms.

The plan illustrated on page 93 indicates how the nave may, in such a scheme, be limited in size and overflow space provided directly in front of the chancel. Side aisles are eliminated, thereby decreasing the width and roof construction. When width is decreased, height may proportionately be lowered.

The smaller church must frequently build its future plant in units or sections where financial conditions make it impossible (even if everyone tithes for a year), to erect from four to eight rooms in one operation.

Low ceilings in all the rooms but the sanctuary and social hall, level floors, narrow spans, straight lines, minimum-sized rooms are economies which can be incorporated in buildings that will be suitable for the variety of activities and groups required in a church of any size.

Existing buildings may, in some cases, be used as units for school and social work in the enlarged plant rather than discarded entirely.

If You Must Have a Basement

Where there is insistence upon a basement, the following suggestions are offered:

It is never wise to construct a basement under an existing building. It is better to spend an amount equal to the cost for an addition above the ground.

Grade the ground away from one side of the building as much as possible for a sunken garden effect along one side or both sides and end of the building.

Locate the entrance so that an approach can be graded up to the door to avoid a high flight of steps, at the entrance to the main floor.

If a basement must be used, make sure that the floor and wall construction are thoroughly damp-proofed. This alone, however, will not insure against condensation with resulting dampness within the basement. The excavation should not be more than three or four feet below grade. Whenever possible avoid placing the social hall in the basement. The basement should never serve as overflow space for the nave.*

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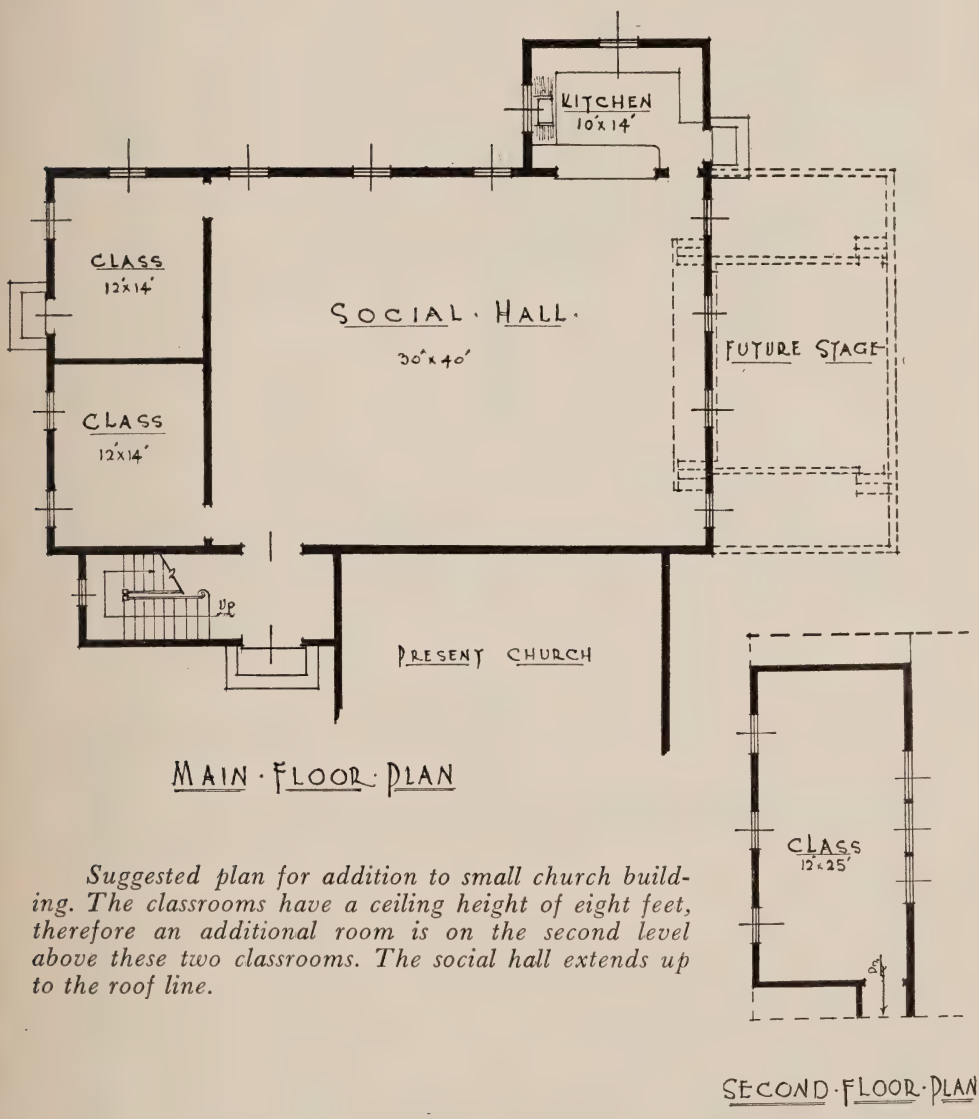
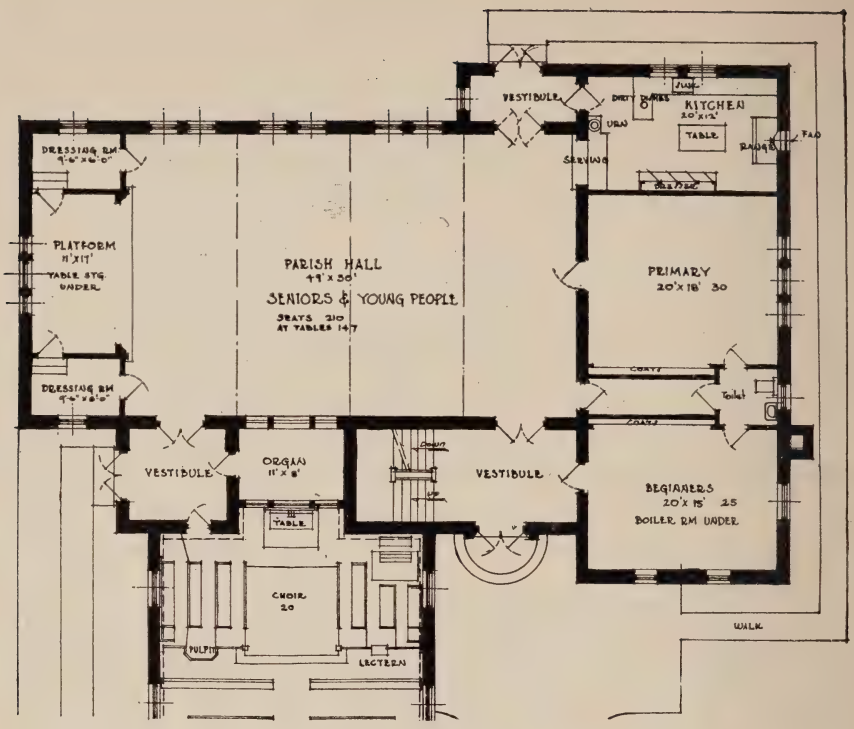
*Planning the Small Church ($1.00—1948)
See Rebuilding the Town and Country Church, 50c.

Many Other Items.

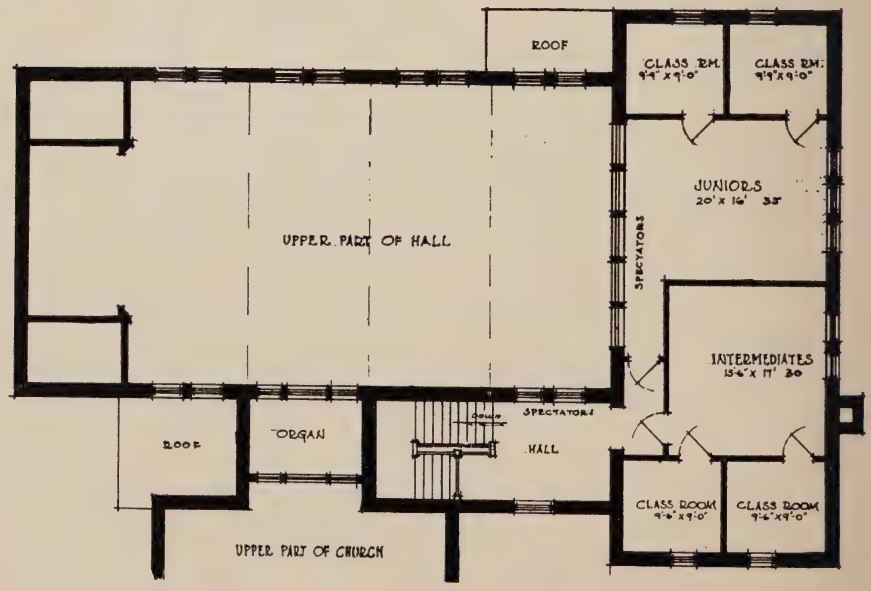
The smallest church building must be heated, ventilated and lighted. There are many important things to be considered such as floorings, floor coverings, composition of walls and ceilings, roof materials, color schemes, coat rooms, storage facilities, furnishings, sanitary equipment, etc., all of which require the expert and devoted service of the church architect. See also Chapter 16.



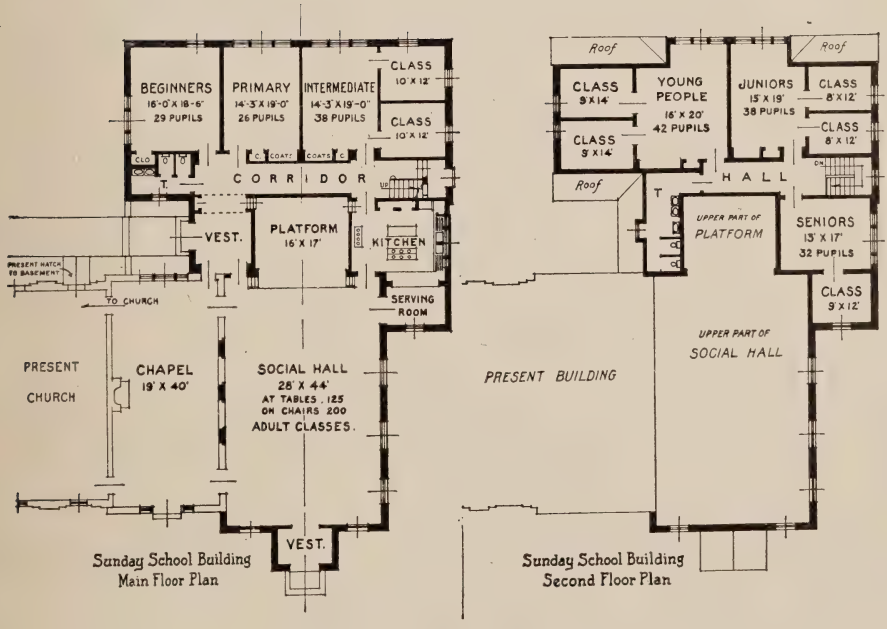
Suggested plan for addition to small church building. The classrooms have a ceiling height of eight feet, therefore an additional room is on the second level above these two classrooms. The social hall extends up to the roof line.



Main floor plan for addition to small church, also showing remodeled chancel in one-room church building. The social hall extends to the roof height, the church school rooms are on two levels since the ceilings are lower. The windows in the wall of the platform make it available for a class group, removable panels closing the front of the platform. Dressing rooms also available for class groups.



Exterior view of one-room church to which a two-story educational and recreational building has been added. The addition results in a complete plan for seven-day-a-week activities.



Floor plan of a parish hall. E. F. Jansson, Architect. This plan illustrates what should be considered the minimum facilities for recreation and fellowship for even a small church. The same room is used for fellowship suppers, floor games, dramatics and pageantry, moving pictures and could be used for the assembly room for an older group in the Church school. It is located directly beneath the roof construction. Therefore, it is unobstructed by posts and has a sufficiently high ceiling.

PART V

AND FINALLY

CHAPTER 18

Features of Good Church School Architecture

This chapter re-emphasizes a number of items that are extremely important.

The committee responsible for approving the plans and recommending them to the congregation has the responsibility of interpreting the building program to the church members.

At this point a church building consultant will be most helpful. His cooperation in reviewing the proposed plans may effectually bolster the committee's efforts to obtain approval of the plans.

The Church Plant Should Be a Unit

There are other advantages in the unified building besides that of giving the church school constituency a sense of unity of church program. It simplifies the problems of maintenance, management, and control of the building and increases flexibility of use. It is strongly recommended that the building be planned as a unit which will contain the variety of rooms and facilities which are essential in carrying out the comprehensive program to which most churches are committed.

Building by Units

In planning a new building most churches decide either to erect a new sanctuary with such educational and activity facilities as may be possible, or to construct a religious educational building as a first unit and add the sanctuary later. In the latter case, the parish hall and chapels in the educational unit may be used for the worship services. There are many methods of planning the plant so that the congregation does not become heavily indebted.

Architectural Style

The general plan of the building must be suited to the site and location. The style of architecture can best be worked out in consultation with the architect. Any building is right in every sense if it expresses its purpose and does so with beauty. A competent architect can produce an attractive exterior without special expense. An efficiently functional floor plan can be clothed with any desired order of exterior design.

Young people are becoming increasingly aware of the importance of proportion and harmony in design. The religious educational values of a beautiful church building should not be overlooked. Certain combinations look well and others do not. When employing an architect, make sure that he either is a good designer (in addition to being expert in construction matters) or that he has a designer experienced in church work on his staff.

True Economy

One principle which should be emphasized is that whatever is done should be done well. It is not good economy to "cut corners," for what is thus saved will soon

be used up in expensive repairs and rapid deterioration. While utility must be a primary consideration, an architect should not be expected to do the impossible with the budget. The essentials of soundness, permanence, and beauty should not be sacrificed in getting the maximum utility.

Adequacy

Consider the activities to be carried out, and the numbers to be served, in deciding whether the plan offers the best facilities for carrying out the work of the church school. Does it take into account the range and type of activities to be carried out? Does it provide for normal growth over a period of years? Can future additions be made easily?

Efficiency

Are room arrangements such as to assure the maximum efficiency in use? Will the furniture be effective in carrying out the purpose of the school? Will it allow for multiple use of space, that is, can the same space be used for different types of work and by different groups?

Attractiveness

Will the building, both the exterior and interior, be a pleasant place for pupils and teachers? Is the equipment attractive as well as comfortable and practical? Will it reflect the atmosphere of a church school?

Permanence

Have expenditures been made wisely from the standpoint of service over a period of years? Will the building and equipment soon show scars of usage, or will they grow no less attractive with increasing age?

Flexibility of Use

Since it is impossible to determine what the requirements of a church will be over a long period of years, flexibility should be introduced so that it may be possible later to remodel the building, change the size of rooms, or erect additions.

If the church building is so constructed that the partitions separating rooms do not help support the weight of the building and are not used for electrical wiring and plumbing, rooms can be changed without destroying the fundamental structure of the building. Thus, several smaller class rooms may be altered to form a single larger assembly room or an assembly room may be partitioned to form several classrooms. The cost of this method of readjustment is less than movable partitions.

Panel partitions or sectional walls are now coming into use. They form a solid sound-proof partition but may be moved. Partitions may be made, also, by bookcases and storage cabinet sections.

Doors and windows should be located so that the size and shape of rooms may be changed. Corridors and stairways should be arranged with an eye to future additions to the building.

All buildings of two or more floors should contain at least two staircases as widely separated as possible in order to minimize danger in case of fire.

CHAPTER 19

Architectural Service Is Necessary

Church school workers should insist that the very best church architectural service is employed. Only through such service can the program of facilities required be translated into the rooms and equipment that will meet the needs of educational work.

It is not to be expected that any contractor, builder, or "designer" can render the essential professional service of an architect.

The selection of a capable architect is very important because your funds will be placed in his hands and the success of your building program will depend on his ability. It is wise to confer with a consulting architect before coming to a decision.

It is especially important to have a consulting architect if your architect has not had extensive experience in modern church design and planning.

The consulting architect may prepare the preliminary plans and designs and revise them until the most satisfactory solution has been reached. He may perform services indicated in the first section under architectural services, given below. In addition, he can review the working drawing and specifications prepared by the associated architects, and can supply the important detailed drawings of special equipment or construction features peculiar to a church building.

WHAT ARCHITECTURAL SERVICE INCLUDES:

Persons interested in the building program should have a general knowledge of the work of the architect, which is to prepare:

1. Preliminary drawings and sketches. Several plans and exterior designs showing various possible solutions of the problem should be made, to be revised and modified until a satisfactory plan and exterior design have been approved and the cost estimated.

Publicity drawings may be provided for the financial campaign. Then a final set of complete preliminary plans to a scale of 1/8″ to the foot should be drawn.

The next step in the architectural service should not be authorized until the preliminary plans have been thoroughly reviewed and checked, and the financial program warrants further procedure.

2. Working Drawings. These should not be ordered until all the work in section one has been satisfactorily completed. Working drawings, when properly done, will indicate clearly to the contractors what is required. For a church building, this section may require 25 to 45 sheets of drawings from which many sets of blueprints must be made.

3. Specifications, contracts, documents and letting of contracts. Specifications should be detailed and complete, leaving nothing to the imagination of the contractor nor to be added as "extras." Proper preparation of specifications requires a thorough knowledge of hundreds of building materials and methods of construction. For a building costing $125,000, about 170 typewritten pages of specifications may be required.

4. Detailed Drawings. Certain parts of the building, including stonework, windows, stairways, wall sections, symbols, etc., must be described by large-scale detailed drawings. Unless expert service is rendered in this division the building will be only commonplace, or other designers may have to be employed to provide necessary details.

5. Architectural Supervision. Frequent inspection of construction, drawing of contracts, letting contracts, auditing accounts, approving monthly payments to contractors and other details are included under this heading.

Complete service as outlined very briefly above is required for the successful outcome of even a simple improvement. The omission of any of the above described services is sure to result in later extra costs. Beware of selecting architects who will cut their fees "for the sake of the church," or who will offer to split their fees or give reduced rates. Learn what standing the architect has in his profession and of what professional organization he is a member.

Furnishings and equipment, color schemes and all visible facilities in the rooms should be designed under the direction of the architect.

THE COST OF ARCHITECTURAL SERVICE:

Payments on account of the architect's fee are payable at certain stages during the progress of his work. Unless a retainer fee has been paid on account, usually one-fifth of the architect's fee is due upon approval of the preliminary drawings (see 1 above). At the completion of working drawings and specifications a total of 60 per cent of the architect's fee (including the above payment) should be paid.

Other payments are made as specified in the contract between the church and the architect. Under no circumstances should the architect be authorized to do any work whatever until a contract has been executed which clearly defines the architect's services, the points at which his services may be terminated and when his payments are due.

The usual minimum rate for the complete service as above outlined is six to eight per cent of the cost of the building, including equipment planned for and secured under the supervision of the architect. However, this rate is also paid for commercial building, not nearly as difficult for the architect as church work. Church work costs the architect more than most kinds of building. A higher rate may be paid for remodeling, for special, detailed drawings of carvings, made-to-order furniture, etc. Compared to other professional services this is a very reasonable charge.

The competent church architect will save far more than the amount of his fee in skillful selection of materials and economical planning, in addition to designing a building and rooms that give the atmosphere and setting conducive to the best work and influence in a school of religion.

DON'T TRY TO DO THE WORK WHICH THE ARCHITECT SHOULD DO

After determining that the architect considered is a licensed, competent architect, and fully competent for church work, he should have your confidence and the freedom of action to which he is entitled as a professional man.

He will know what kind of roofing, flooring, and mechanical equipment to recommend in a given situation. He will know that churches require materials and methods of construction different from other projects. He will know where light switches should be located, what color schemes to suggest. Many of the suggestions in this book are offered in order to reinforce recommendations which architects are likely to offer.

DO NOT EXPECT THE ARCHITECT TO DO THE WORK OF THE CHURCH BUILDING PROGRAM COMMITTEE OR ADVISERS

Frequently, those concerned with formulating the church policy and program neglect essential parts of their task and, instead, try to stipulate methods of construction, and specify materials and otherwise interfere with the work of an architect. Then, too, the architect is sometimes blamed when items which the program builders should have cared for are neglected.

IT IS NOT THE ARCHITECT'S RESPONSIBILITY TO——

Decide upon the church's recreational policy and program.

Decide upon the sizes of classes and classrooms.

Decide whether boys and girls are to be grouped in the same class or separated.

Decide whether nurseries are to be provided so that young parents may attend church.

Decide whether the church may some day employ a minister of education, and, therefore, need an office or conference room for that person.

CHAPTER 20

Your Own Personal Check List

"Why did we forget picture rails?" "Why are hats and coats thrown on chairs and furniture where we meet for school work?" "Where are the supply closets?" How sadly these cries sound in a church building.

Many mistakes in a church building or church financial program may be avoided at the outset through careful planning.

One may be unable because of lack of funds or an unwillingness to sacrifice, to have all the space and equipment needed or to have it suitably furnished and decorated but omissions and errors due to lack of careful advance program planning may be avoided.

An effective way of avoiding mistakes and oversight is by means of a check list. Who is to prepare it?

Everyone who is concerned with the use of the new facilities should help to assemble the check list. Each teacher and department superintendent should be given an opportunity to set down, in detail, items which are needed. Silencers for chairs may be a small detail but many good teachers have regretted their absence. Many drab rooms could have been beautiful at no greater cost if a satisfactory plan for color and decoration had been adopted.

The following is simply a *short suggested list* of items to indicate how the Building and Equipment Committee of the church school may wish to assemble its check list. This list should be reviewed by the committee and compared with the plans before the proposed plans and specifications are approved.

1. Site. Location in view of present parish and population trends, accessibility, environment, restrictions, nature and condition, drainage, size and form.

2. Coatrooms. Has provision been made for coatrooms to accommodate all pupils? Where are they properly located? How equipped? Are the coatrooms that younger pupils are to use located immediately adjacent to their department rooms?

3. Special Rooms. Has proper provision been made for special rooms, such as an executive office, a craft shop, a library, a missionary museum? Are these special rooms of proper size and conveniently located?

4. Is the Young Parents' class located near the Nursery Department? Should it be so located?

5. Electric Wiring. Has proper provision been made for wiring the building for electricity? Are wires located so that they would not interfere with possible alterations, such as the possible removing of certain partitions? Are there sufficient

outlets and switches, properly located? Are electrical attachments for floor lamps provided in parlors and other rooms used for social purposes?

6. Corridors. Must traffic pass through rooms? Are corridors wide enough?

7. Storage Space. Is proper storage space provided to meet the needs of each department and activity?

8. Windows. Is sufficient window space provided in each room to give proper light and ventilation (rooms should have unobstructed glass area equal to 20 per cent to 25 per cent of floor area)? Are the windows located where they will bring the light to each pupil over his left shoulder? Is the height of the window suited to the height of the pupils?

9. Heating. Has adequate provision been made for properly heating the building? Is is possible to heat certain units of the building without heating the entire building? Are radiators or other equipment located unobtrusively?

10. Ventilation. Do the proposed plans provide for proper ventilation of rooms? For forced ventilation? For air cooling?

11. Recreation and Dramatics. Do the drawings show proper provision for recreation and dramatic activities, including a stage, dressing rooms, playroom, kitchen and dining room facilities?

12. Visualization Equipment. Has provision been made for the projection of slides and motion pictures? Is the equipment to be installed of high grade? What rooms can be used for this purpose?

13. Acoustics. Has proper attention been given to providing good acoustics for *every* room—ease of hearing and absence of echo?

14. Ceiling Heights. Check in relation to use and age of pupils.

15. Is the omission of annoying signal bells and other distractions insured?

CHAPTER 21

Educational Values in Promoting, Planning and Financing the Building Program

So effective and real are the spiritual values accruing to the congregation from a well-directed building or improvement enterprise that churches really should welcome the opportunity to undertake a project that offers great possibility for united study, planning and cooperative sacrificial effort.

The promotional program carried on before and during the building enterprise should reach everyone, from the smallest child in the church school who can understand spoken words. The opportunity to participate in such a major religious endeavor so fraught with potentialities for spiritual growth, does not usually come to a congregation more than once in a lifetime.

Children's groups can learn the importance of the Church building as the place where many important activities are conducted; how it is different from all other buildings and what a privilege it is to help in its planning and construction. The story may be told of the little boy at Rheims Cathedral in France, son of a family of stone carvers, who carved a little statue which was accepted and given a place in the glorious cathedral.

Children's groups have made models of existing and projected church buildings; helped plan the symbols, figures and designs for windows, and color schemes for their rooms.

Posters and circulars to be used in promoting the enterprise can be made by the children and youth.

By means of such projects pupils have come to understand and to love the House of God under the guidance of wise teachers.

Children and young people can be helpful in examining the building and equipment to note limitations and deficiencies. This information should be relayed to the building committee. One group of children asked for a "flat floor."

While blue prints may be difficult to understand, the architect may be willing to have some picture plans made of the rooms, so that the children and young people will have the enviable experience of sharing in the planning. Lantern slides of the plans will be helpful in developing an appreciative understanding of the prospective building. Pictures of other churches may be collected and displayed.

During the construction of the building, children and youth may visit the building and learn the importance of a good foundation, good materials and construction methods. The contributions of different kinds of workmen will be observed. They may participate in the cornerstone laying exercises and other occasions to mark the completion of different stages in the program of construction. Impressions can thus be made and experiences shared which will be indelible in the effect upon the inner life of growing persons.

Groups and classes may study the arts allied to architecture and their history, the history of famous buildings, architectural criticism, and other related subjects. A study of the history of church building, beginning with Jacob's altar is very profitable in connection with the local program.

The financial program, obviously, will provide opportunities for the practice of Christian stewardship, self denial and cooperative projects to help provide the funds needed for the new rooms, their furnishings, and equipment. While there is less reliance than formerly on financial campaigns of pledges by classes and groups, a church building fund in all parts of the school has religious value.

The church school should be well represented on all the committees having to do with planning a new building. The educational work of the church is concerned with every department of church work and with every part of the church building.

Departments and classes are usually very helpful in providing the furnishings for their rooms. However no class or group should assume exclusive use of any room in the church building.

There will be opportunities for family group interest in the enterprise. Indeed there are so many spiritual values in a church building or improvement enterprise that one might wish that, for the sake of spiritual enrichment, every congregation might have the opportunity of undertaking such a program.

Worship center made by five-year-old children themselves. This church in order to limit its debt has left the interior of some rooms unfinished until additional funds are available. It will then take care of such improvements as finishing the wall and replacing chairs.

A LIST OF BOOKS

CHRISTIAN EDUCATION IN THE CHURCH

Cummings, O. deW.—Christian Education in the Local Church, Judson Press, 1942. Cloth $1.25, paper 75c.

Harner, N. C.—The Educational Work of the Church, Abingdon-Cokesbury, 1938. $1.50.

McKibben, F. M.—Christian Education Through the Church, Abingdon-Cokesbury, 1947.

Vieth, P. H.—The Church and Christian Education, Bethany Press, 1947. $2.50.

Publications of The International Council of Religious Education

And Gladly Serve (Bulletin 507)—25c
The International Standard for the Sunday Church School—15c
Scoring Chart for the International Standard for the Sunday Church School—5c

AGE GROUP WORK IN THE CHURCH

Gillet, E. L.—At Work With Children in the Small Church, Judson Press, 1940. 40c

Lewis, H. A.—Planning for Children in Your Church, Bethany Press, 1947, 50c

Roorbach, E. K.—Teaching Children in the Small Church, Abingdon-Cokesbury, 1944, 20c

Welker, E. F.—Children the Heritage of the Church, Abingdon-Cokesbury, 1947, 75c

Bowman, C. M.—Guiding Intermediates, Abingdon-Cokesbury, 1943, 75c

Harner, N. C.—Youth Work in the Church, Abingdon-Cokesbury, 1942, $2.00

Moon, A.—The Christian Education of Older Youth, Abingdon-Cokesbury, 1943, 75c

Munro, H. C.—The Effective Adult Class, Bethany Press, 1934, 50c

Osteyee—Teaching Adults, Judson Press, 1948, 50c

PROGRAM RESOURCES

McIlwain, O.—Worship God, John Knox Press, 1947, $1.50

Paulsen, I. G.—The Church School and Worship, Abingdon-Cokesbury, 1945, 75c

Powell, M. C.—Guiding the Experience of Worship, Abingdon-Cokesbury, 1945, $1.75

Powell, M. C.—Boys and Girls at Worship, Harpers, 1943, $2.00

Towner, Vesta—Guiding Children in Worship, Abingdon-Cokesburg, 1946, 60c

Bailey, A. E.—Art and Character, Abingdon-Cokesbury, 1938, $3.75

Ehrensperger, H.—Conscience on Stage, Abingdon-Cokesbury, $2.00

Eastman, F.—Christ in Drama, MacMillan, 1947, $2.50

Giaque, Porter and Edgren—Recreation in Church & Community, Abingdon-Cokesbury, 1938, $1.00

Hockman, W. C.—Projected Visual Aids in the Church, Published by Author, 1947, $3.75

Rogers and Vieth—Visual Aids in the Church, Christian Ed. Press, 1946, $2.00

Crossland, W—How to Build Up Your Church School, Abingdon-Cokesbury, 1948, $1.50

THE BUILDING

Kramer, E. S.—Equipment and Arrangement for Children's Groups in the Church, Abingdon-Cokesbury, 1946, 20c

Almy—Stained Glass Technique for Amateurs, Harper's, 1948

Publications of the Interdenominational Bureau of Architecture,

297 Fourth Avenue, New York 10, N. Y.

The Church Building Guide, Conover, 1946, 26 chapters, 60 cuts. For pastors, architects, church workers and committees. $1.50

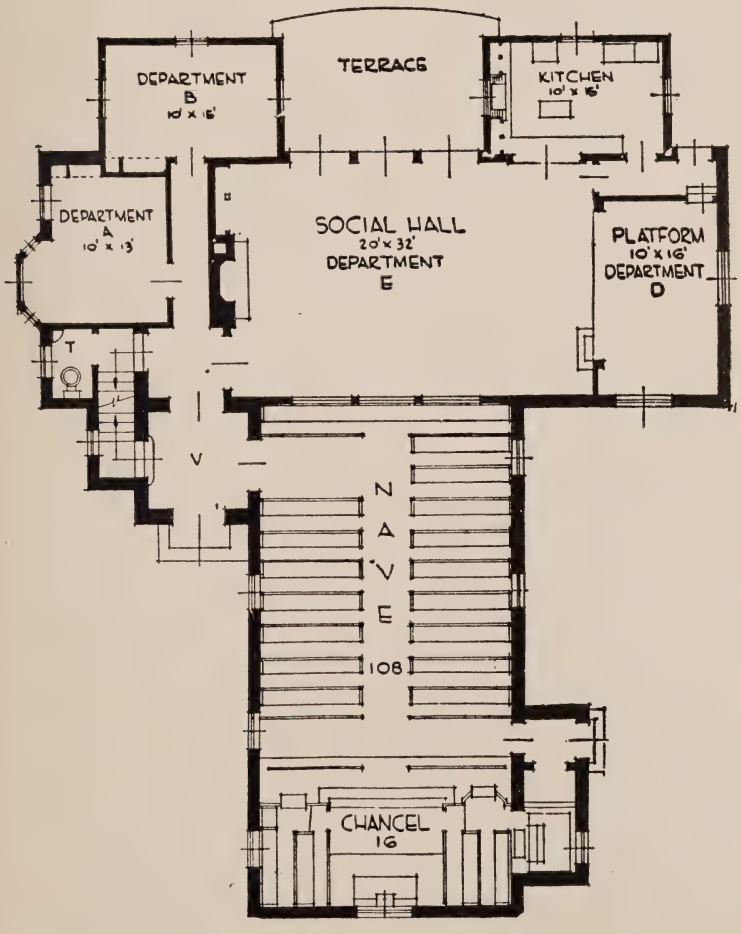
Planning the Small Church, 44 pp. 8 1/2x11. Cuts, plans, exterior, interior views. $1.00

Planning Church Buildings, 64 over-sized pages, 144 cuts, floor plans, sketches and photos, exterior and interior view. $2.00

Rebuilding the Town and Country Church, 16 pages, 8 1/2x11. Cuts, plans, exterior, interior views, for remodeling and enlarging the one-, two- and three-room church. 50c

Building for Worship, 60 pages, detailed study of chancel, pulpit, windows, organ, etc. 50c

The Church Builder, Conover, 1948. Complete guide for the building or improvement program. 100 illustrations. List of 300 commendable buildings. $2.75



A Plan for a Village or Country Church

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